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ABSTRACT

International education, its role in the community college curriculum, and international studies efforts of Brevard Community College (BCC) are the subjects of this two-part report. Following introductory material, Part I presents a collection of items which illustrate different aspects of international activities and programs. It begins by reviewing federal, state, and local policy efforts to foster international education and considers the goals of international/intercultural studies programs and ways of initiating these programs on campus or overseas. Next, the international education activities of the Department of Education, the American Association of Community and Junior Colleges, and the Colleges for International Development are described and a resource list provided. After the role of the community college in American higher education is examined, examples are provided of community college programs, in areas such as economics, environmental studies, and sociology, which include international education components. Part II focuses on courses and instructional materials developed by BCC as part of a project to offer a degree in international/intercultural studies and to incorporate international education in occupational and technical programs. Part II includes examples of international studies modules for courses in engineering technology, film study, literature, international/intercultural studies, nursing, semantics, humanities, business, cultural history, and secretarial science. (KI)

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ED211153

the community college and international education

A REPORT OF PROGRESS

EDITED BY
SEYMOUR FERSH
and
EDWARD FITCHEN

Brevard Community College
Cocoa, Florida

JC 820 002

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THE COMMUNITY COLLEGE
AND
INTERNATIONAL EDUCATION:
A REPORT OF PROGRESS

Edited By
Seymour Fersh
and
Edward Fitchen

Brevard Community College
Cocoa, Florida
1981

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FOREWORD

The community and junior colleges in the United States are constantly changing and developing--more so than any other educational institutions in our country. This continuous pattern is not surprising because our colleges were purposely created in response to new conditions and also take the leadership for initiating new programs.

A good example of how our colleges progress is in the field of international studies and activities. Until the 1970's, few of our more than 1,200 institutions gave much attention to curriculum matters which affected people and places beyond our local community. The original concept of the community college was that it should serve those within its geographic area.

Increasingly, in the past decade, some community colleges have begun to broaden the definition of "community" to include the world community. This additional perception of community was motivated in many ways--sometimes when foreign companies moved into the community and local businesses began overseas sales; sometimes when foreign students enrolled in the college; and sometimes when local educators modified the curriculum to include studies of an international dimension.

Our institutions also responded to leadership from other sources. In 1978, at the annual conference of the American Association of Community and Junior Colleges, the U.S. Commissioner of Education called upon our colleges "to lead the way in rebuilding our commitment to international education... one that gives us a clear vision of the unity of our world." He concluded; "I am concerned that our community colleges can and must take the initiative on this crucial agenda." Likewise, President Carter's Commission on Foreign Language and International Studies recognized the significance of our colleges in helping create an informed American electorate.

As will be seen from this publication, many community colleges have already made substantial contributions to the development of international studies and programs. The quantity and quality of these achievements are accelerating.

Brevard Community College appreciates this opportunity of sharing with you a report on many of the developments in community colleges and international education.

Maxwell C. King, President
Brevard Community College

INTRODUCTION

This is a report of progress of community colleges in the world community. Our colleges increasingly are encountering the world in three major ways: we are helping educate students and faculty from other countries; our own students and faculty are learning more about the world community; and as individuals, each of us can benefit by learning from as well as about peoples and cultures different from one's own.

In the pages which follow, we welcome this opportunity to share examples of thoughts and materials which have been evolving and developing in some U.S. community colleges. This *Report* can not be complete; we hope, however, that it can contribute towards a sharing of resources which will continue.

Part I of this publication consists of a collection of items which illustrate different aspects of forward movement in international activities and programs. None of these materials were created especially for this publication; they are all examples of individual and institutional initiatives and efforts.

Part II consists exclusively of materials created at Brevard Community College: excerpts from our grant proposal, and specific examples of modules developed by our faculty. This part was made possible by a grant which Brevard received in 1979-1981 from the *Undergraduate International Studies Program* of the U.S. Department of Education.

The format of our publication depends greatly on excerpts rather than on complete articles. We chose this approach so that we could include a wider representation of materials and help introduce a larger number of sources. The reader can use the "List of Contributors" to obtain complete copies of individual articles and also learn more about other available materials.

A limited number of this publication was distributed free to contributors, representative educators, and officials of foundations and government agencies. Copies may be ordered for five dollars (which includes the cost of postage and handling) by request to: International Studies, Brevard Community College, Cocoa, Florida 32922.

The editors wish to express their appreciation to the contributors and to the federal government grant program which helped make this publication possible. We also are happy to acknowledge the expert services of Francine M. King who helped with editing and supervised the production of the publication. Special gratitude also goes to the Word Processing Center and the Printing Department of Brevard for their excellent work.

April 1981
Brevard Community College

Seymour Fersh
Edward D. Fitchen
Editors

THE U.S. PRESIDENT'S COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES: EXCERPTS RELATED SPECIFICALLY TO COMMUNITY COLLEGES

Prepared by Seymour Fersh
Brevard Community College

The President's Commission presented its report to President Carter in November, 1979 following a year of hearings, research, study, and consultation. The 25-member commission consisted of leaders in education, government, language and area studies, and business and labor. One of the commissioners was Edmund J. Gleazer, Jr., President of the AACJC; its chairman was James A. Perkins.

The Commission's 156-page report, "Strength Through Wisdom: A Critique of U. S. Capability," is available for $4.75 from the Superintendent of Documents (U. S. Government Printing Office, Washington, DC 20402; Stock Number 017-080-02054-3). Also available from the same source is an accompanying 312-page volume, "Background Papers and Studies," which consists of writings requested or encouraged by the Commission.

The Report includes over 130 recommendations for which the cost of implementation to the federal government would be about $178 million more than the $67 million appropriated in fiscal 1979 for foreign language and international studies at all levels. One of the Commission's final recommendations was that a non-governmental group, the National Commission on Foreign Language and International Studies, be established with private financing to monitor and report on this field and encourage its support by government and the private sector.

To understand the Commission's overall rationale and recommendations, it is necessary to be familiar with its complete report. For our purposes here, we have excerpted only those parts generally and specifically related to community and junior colleges. Some generalizations have also been included to place particular recommendations within context and to represent the Commission's viewpoints:

PRINCIPAL RECOMMENDATIONS OF THE COMMISSION

III. College and University Programs: Training and Research

A. Undergraduates should be given greater insight into foreign societies and international issues. To this end the Commission recommends: 2-3 required courses in international studies for all Bachelor's Candidates (apart from the required language study mentioned earlier), strengthened undergraduate offerings in international studies; a "domestic junior year" at major international studies centers for students at institutions with limited resources in this field; the integration of international or comparative perspectives in the teaching of most undergraduate subjects; expanded opportunities for faculty to acquire or strengthen their foreign language and international skills; increased faculty and student exchanges, and an expanded institutional commitment to undergraduate international studies.

B. As part of its support for international studies the Department of Education should fund 200 undergraduate international studies programs (ISPs) at an average of $40,000 each annually for a total of $8 million per year, for one to three years depending on the scope of individual programs. The purpose should be to encourage institutions to make a lasting commitment to undergraduate international studies. (pp. 16-17)

V. Citizen Education in International Affairs

B. Given the commitment of community colleges to citizen education, they should receive special attention in expanded international educational efforts to reach all citizens. (p. 23)

CHAPTER I--Improving Foreign Language Competence at All Levels: No Longer Foreign, No Longer Alien

The Commission views as a priority concern the failure of schools and colleges to teach languages so that students can communicate in them. The inability of most Americans to speak or understand any language except English and to comprehend other cultures, handicaps the U. S. seriously in the international arena. Paralleling our professional language need, foreign language instruction at any level should be a humanistic pursuit intended to sensitize students to other cultures, to the relativity of values, to appreciation of similarities among peoples and respect for the differences among them. It is axiomatic--and the first step to international consciousness--that once another language is mastered it is no longer foreign, once another culture is understood it is no longer alien. (pp. 28-29)

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CHAPTER III-College and Unversity Programs: The Needs in Undergraduate and Advanced Studies

I. Recommendations for International Studies at the Undergraduate Level

The enormous diversity of our higher education system--public and private sponsorship, community colleges, liberal arts colleges, and great "multiversities"--and the vast differences in staff, facilities and resources involved rule out a simple and uniform prescription for strengthening international studies at the undergraduate level. It is possible, however, to set forth basic goals for undergraduate education in the international field and to recommend a variety of steps to help realize them. The following specific recommendations should significantly increase the number of college graduates broadly sophisticated on our international environment:

A. Colleges and universities in general should strengthen and improve the structure, quality, coverage, and utilization of their undergraduate offerings in the field of international studies, and should relate these offerings more directly to vocational as well as cultural and intellectual goals.

B. Colleges should require at least two or three courses in international studies of all Bachelor's degree candidates.

C. A "Domestic" junior year program should be established for students wishing to concentrate in international studies but enrolled in institutions with limited resources in this field. Interinstitutional agreements should allow these students to spend their junior year at institutions with major international studies centers. This period should be supplemented by intensive summer study in the months before and after the junior year.

D. With the possible exception of some so-called pure sciences, international or comparative perspectives should be part of the teaching of most subjects. To this end colleges and universities should encourage their faculty members to use sabbaticals and other professional growth opportunities to strengthen their international skills and experience.

E. Colleges and universities should offer both area studies (the study of foreign societies and cultures) and issues studies (the study of international relations and the principal issues and problems in U. S. relations with other countries), and should better integrate the two categories.

F. In general, colleges and universities should help and encourage their faculties to acquire, improve, and maintain international knowledge, skills and experiences that will enable them to teach more effectively in the international field. (pp. 71-73)

(Same Chapter)

Undergraduate institutions of all kinds normally attract relatively few students to international studies courses. In part this is because of the poor quality of initial courses in many institutions and in part because of the general education in college curricula. Another factor is the widespread failure to recognize the national, vocational, or personal advantages that flow from more exposure to international studies. Contributing to this situation is the fact that few faculty members in disciplines outside international studies as traditionally defined include international or comparative perspectives in their teaching. The Commission believes that these deficiencies must be remedied.

A special effort should be mounted in community colleges. They enroll close to half of all undergraduates but only a small fraction take courses in foreign languages or international studies. The community colleges have recently become far more active in international programs, especially in exchanges and technical assistance. To strengthen international studies in the curricula, however, community college faculty members need more in-service education opportunities especially because most were hired at a time when few colleges had the international studies commitment that many have since developed. (pp. 75-76)

(Same Chapter)

J. The Place of International Education in Colleges and Universities

The Commission recommends that American colleges and universities demonstrate and implement their commitment to international studies and programs by centralizing them at a high level in their institutional structure. Such an international studies office would have direct access to the central administration and sufficient staff and resources to have leverage throughout the institution. It is also important that this office be broadly inclusive, so that foreign languages and international studies, student and faculty exchanges, and foreign assistance projects and contracts be coordinated and mutually reinforcing rather than separate and competing.

Crucial to all this is the leadership that the president of the college or university provides by encouraging and supporting international programs. (pp. 93-94)

CHAPTER IV-Advancing International Research and Teaching Through Academic and Scholarly Exchanges

B. Although the large numbers of foreign students and academic visitors coming to the United States outside organized exchange programs were not of primary concern to the Commission's inquiry, we note that their presence deserves more consistent and thoughtful attention than it now receives. These visitors represent an important opportunity for us, since they frequently rise to influential positions in their own countries. Moreover, although we recognize that the primary purpose of foreign students in the U. S. is to advance their professional goals, while here they could assist in encouraging international perspectives in academic and extracurricular programs on our campuses, as well as in our communities. (p. 111)

CHAPTER V-Toward an Informed Electorate: Citizen Education in International Affairs

Currently U. S. foreign policy issues need much wider public understanding if the government's positions are to receive broad public scrutiny and support. The urgency of issues confronting the United States increases the need for an educated electorate; we cannot wait for another generation to become educated about these issues. Moreover, the changes urgently needed in current educational systems and policies to strengthen foreign language and international studies--whether at local, state or national levels--also require the understanding and support of an informed citizenry.

International educational programs for adults are now carried out by national and community-based professional and voluntary associations, by community and four-year colleges and universities and, to some extent, by the public media. In all cases the programming tends to suffer from many of the same weaknesses: lack of continuity over time, combined with an uneven quality and quantity; failure to identify target audiences clearly and to collaborate with groups that have parallel interests; gaps in knowledge about suitable resources and about techniques of program delivery; weak organization or planning skills; and inadequate funding. Programming expertise and educational impact vary considerably from one part of the country, and even from one part of a state to another. (pp. 112-113)

(Same Chapter)

II. Community Colleges

Out of more than 1,000 community colleges, which constitute a widely dispersed network committed to accessibility and community education, and whose students reflect the social, economic, ethnic and occupational diversity of American society, should have a central role in the Commission's charge to "recommend ways to extend the knowledge of other citizens to the broadest population base possible." The enrollment level in noncredit adult and continuing education courses at colleges and universities in 1977-78 was 10.2 million; of this number, 5.2 million were at the community colleges.

The Commission therefore recommends special attention to the community colleges in advancing citizen education through NDEA VI, Section 603 funding and support from other sources. It also urges that the community colleges themselves enlarge their international commitment and engage in the staff development necessary to strengthen their contribution to foreign language and international studies. (p. 116)

CHAPTER VI--Business and Labor Needs Abroad: Toward Greater Effectiveness and Sophistication

International trade involves one out of every eight of America's manufacturing jobs and one out of every three acres of America's farmland. American investment abroad is around $300 billion, and foreign investment in the U. S. is an estimated $245 billion. The 13 largest American banks now derive almost 50 per cent of their total earnings from overseas credits. Approximately 35,000 American business people live abroad, about 6,000 American companies have overseas operations, and 20,000 concerns export products or services to foreign markets. The estimate that each $1 billion of exported manufactured goods creates at least 30,000 jobs in the U. S. provides yet more evidence of our growing economic interdependence with the rest of the world.

International trade has become more important to our economic well-being than ever before, but our trade performance has deteriorated ominously: America's trade deficit amount to $28.5 billion in 1978. This deficit, due in part to our costly petroleum imports, must be reduced if we are to protect our currency and safeguard the American economy. Many American companies now expect that more of their growth in the next decade will come from foreign markets than from domestic operations, but serious obstacles stand in the way. While some involve such factors as low rates of productivity growth and domestic inflation, it is the Commission's view that one serious barrier to American business is its lack of foreign language and area expertise.

This lack of expertise applies far more to small and middle-level business concerns than to the few large companies with major operations abroad, which often have impressive resources in these fields. Moreover, as the Rand study for the Commission reported, there is a heavy reliance on foreign nationals for language and area skills, except in such fields as journalism, management consulting, law, and to some extent banking, which involve direct contact with foreign clients.

If the U. S. is to export more and compete more effectively in international trade, it is the many small and middle-level firms that must be involved and therefore assisted in obtaining the international expertise required. But American business people at these levels are often at a disadvantage when functioning internationally. They rarely speak foreign languages and have little experience or cultural skills in negotiating with foreign enterprises or governments. (pp. 125-126)

FLORIDA COMMUNITY COLLEGES' LEGISLATIVE PROGRAM, 1981-1983

Endorsed by Florida Association of Community Colleges,
Florida Community College Coordinating Board
and Florida Community College Presidents' Council

The following is a relevant excerpt from the most recent report:

INTRODUCTION The Florida Association of Community Colleges, the Florida College Coordinating Board and the Florida Community College Presidents' Council have worked closely together and unanimously adopted this legislative program for the 1981-83 biennium. The program sets forth the essential needs of the community colleges with a view toward the provision of quality educational services for the people of Florida.

VIII. INTERNATIONAL/INTERCULTURAL PROGRAMS George W. Bonham, in an article in the July, 1980, issue of Change Magazine described our nation as being at one of the great disjunctures of its history. He claims that we understand less and clamor for simple answers. The world, he says, has unalterably changed. American education must help this nation prepare for a world of vastly diffused power.

American education must change to prepare citizens for this new world view. Change must develop from the very roots of our society. International or global education must mean more than an interesting study of other cultures, it requires a more significant role--it must become a study of new world circumstances.

In reaching the roots of American society, community colleges, with their community-based programs, their ties to local institutions and people, provide a vehicle for changing our nation's concept of the world and itself.

Community colleges have not been dormant. A slow change has taken place since the 1970's. This change has occurred in spite of an almost inbred provincialism. It has occurred because of mounting international pressures. It has occurred because of strong multi-ethnic communities and the intercultural interests of minority community college students. It has occurred because local business trade, and banking constituencies have realized and strengthened their international connections and because tourism has brought prosperity to local communities.

International exchange programs have substantial academic cultural, artistic, and direct significance to both the students and the community because they help to initiate and develop relationships between the students and the community and a foreign country. International exchange programs provide students with another dimension of quality education. Such programs offer American students increased opportunity to gain an international perspective and to promote international understanding. Generally, these programs are offered during the Summer Term and provide participants an opportunity to earn 3-9 semester credits in courses such as foreign language, humanities, social science, art, and music. The study of a language or a culture in the native milieu provides a "complete immersion" experience with opportunities for learning and practice beyond those found in the local classroom.

Recommendation No funds are needed from the State for the initiation and development of international exchange programs. It is important, however, for the State Community College Coordinating Board and the Legislature to recognize that helping the community to understand better the world around it is an important additional mission of the community college.

RESOLUTION TO SUPPORT INTERNATIONAL/INTERCULTURAL EDUCATION

Submitted by the Florida Collegiate Consortium
for International/Intercultural Education
for Adoption by the Legislature of the
State of Florida

WHEREAS, the Ninety-Sixth Congress of the United States in 1980 passed CONCURRENT RESOLUTION 301 which called for increased emphasis on international studies and foreign language at all levels of American education;

WHEREAS, in 1979, the Florida State Board of Education adopted the "Resolution to Support the Concept of Global Education;"

WHEREAS, The President's Commission on Foreign Language and International Studies in 1979 concluded that "Nothing less is at issue than the nation's security" if measures are not taken to increase international understandings and competencies of U.S. Citizens;

WHEREAS, in 1980 the Board of Regents endorsed the recommendations of the President's Commission on Foreign Language and International Studies to improve language study and multilingual/multicultural education in the State of Florida in order to increase Florida's capabilities of attracting international commerce and requested, unsuccessfully, supplemental funding for 1980-81 to support inter-institutional consortia for international/intercultural education;

WHEREAS, the impact on our nation of recent world crises such as the Cuban and Haitian refugees, the situations in Afghanistan and El Salvador, and the holding of the U.S. hostages dictates the need for increased global knowledge and understanding;

WHEREAS, the increasing interdependence of nations demands that citizens be educated for decision-making in a global society;

WHEREAS, in 1980, the National Assembly on Foreign Language and International Studies concluded that a fully integrated international curriculum is required to "produce a well informed and proficient citizenry" and that all Americans should work toward assimilating a global perspective and attaining proficiency in more than one language;

WHEREAS, the formal study of foreign languages in the U.S. has declined alarmingly in the past decade at a time when greater language capacity is required for national security and economic interests;

WHEREAS, more than 500,000 non-citizens resided in the State of Florida in 1979;

WHEREAS, there are thirteen international ports of entry in the State of Florida;

WHEREAS, in 1980, goods valued at $10,340,000,000 were exported from Florida ports and goods valued at approximately $6,000,000,000 were imported through Florida ports;

WHEREAS, in the State of Florida in 1979, there were one hundred ninety foreign-owned manufacturing companies which employed more than 20,000 workers;

WHEREAS, in 1979, direct foreign investments from forty countries totaled over $1,000,000,000 in the State of Florida;

WHEREAS, there are five foreign trade zones in the State of Florida;

WHEREAS, there are twenty-two Edge Act Banks and twenty-one foreign banks in the State of Florida;

WHEREAS, more than forty nations maintain Consulates in Florida;

WHEREAS, in 1980 there were 2,100,000 international visitors to the State of Florida;

WHEREAS, since the enrollment of international students provides U.S. students with exposure to other countries, cultures and perspectives and the experiences of international students in the U.S. by the International students, many of whom are future leaders of their native countries, approximately 10,000 international students were enrolled in Florida Community Colleges and State Universities in 1979-80;

WHEREAS, for the year 1979-80 the economic impact on the Florida economy of the recommended monthly maintenance for these 10,000 foreign students was approximately $54,720,000, excluding money for fees, tuition, books, personal expenses and entertainment;

WHEREAS, participation in a study abroad or faculty exchange program offers the participant the opportunity to experience another country and culture, thus providing knowledge and insights into differing value systems and perspectives of the world; and

WHEREAS, the student who has studied abroad frequently is better prepared to enter the job market and is a more valued and skilled employee in an increasingly interdependent world;

NOW, THEREFORE, BE IT RESOLVED that the Legislature of the State of Florida recognizes the importance of the components of international education programs in Florida Community Colleges and State Universities including foreign language studies, the promotion of global awareness, the infusion of international dimensions into on-campus curricula, the enrollment of international students, opportunities for students and faculty to study and work abroad and community involvement.

AND

BE IT RESOLVED that the Legislature of the State of Florida supports efforts to further these components of international education in higher education in the State of Florida.

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PUBLIC AWARENESS AND SUPPORT OF INTERNATIONAL EDUCATION
(Speech Given at Shipboard Conference May 1980)

Maxwell C. King, President Brevard Community College

International Education--like any relatively new concept in education-- must be sold to the public if it is to have public understanding and thereby public support. This has become especially true since the Iranian situation developed last year. At Brevard Community College we made a major commitment to international education in the summer of 1976. We did this knowing there could be negative reactions such as: Why bring foreign students here? Why spend tax dollars on the education of foreign students? Do we really need these people in our community? Are they a good influence? What is the purpose anyway? Let's keep American colleges for Americans.

Without a firm base of public support such questions can be devastating to both the college and the foreign students. At Brevard Community College, however, we have been able to avoid negative public reaction. This has been accomplished in several ways--and I might say, simple ways that anyone can follow.

When we first began this program we sent a steady stream of information to the local press explaining why we thought that international education was important. Paramount among reasons was that no one can be isolated in the world today, and the better we come to understand people in other countries, and the more friendships we make, the less likely that we will be pointing guns at each other in the future. The importance of providing vocational and technical training to people in underdeveloped countries was also stressed. The press media agreed with all our reasons for an expanded program of international education and published many news stories and feature articles concerning what we were undertaking. This gave us public understanding in the very beginning. It was not just as if suddenly--overnight--the community was invaded by large numbers of strange, foreign students. They knew in advance--and many people volunteered their help in the vital areas of housing and transportation.

The same holds true for our faculty and student exchange programs. During the past few years we have enjoyed successful exchange programs with Canada, England, India, South America, Europe, The Republic of China, and Hawaii. Here again we kept the press fully informed of these activities--and this generated much favorable publicity and public support.

The very best public relations--and public support--can be generated, however, from the foreign students themselves. Personal contact is the key. And we have been very successful in this area.

At the very beginning of our international education program we formed an International Student Club and assigned a person full-time as director of international student activities. The reasons for this were two-fold: first, to provide all types of services for international students in all areas including housing and transportation. The less confused an international student is with his or her new surroundings, and the happier this person is, the better impression he or she will make on the public. Secondly, we intended to use this organization as a tool to gain public support.

One of the first activities of the International Student Club was to invite other students to luncheons--informal "let's get acquainted" affairs--so that they could become friends with local students. This resulted in many invitations for foreign students to become dinner guests in the homes of local students and parents. Extremely valuable contact was the result.

We also solicited the aid of local civic organizations, and one of the largest such organizations has established an annual reception for international students. For this event the public at large is invited to attend and become acquainted with our foreign guests.

We also established a foreign students speakers bureau, and through this effort any civic club or professional organization that made a request was provided with a student speaker who gave a program on his or her native country--its customs, its culture, its political sentiments. Needless to say, this produced a tremendous rapport between the students and the local business and professional worlds. And most important--it brought about understanding.

Another valuable activity was the establishment of an International Student Talent Show open to the public. In addition to this being an enjoyable evening, it too created a rapport between the foreign students and the public. When people come together and watch these vibrant young foreign students perform the songs and dances of their native countries--all but thoughts of friendship are forgotten.

All of our three campuses at Brevard Community College hold the annual event called Fine Arts Week. This is a week of cultural activites open to the public and includes art shows, dramatic and musical presentations, lectures, and other such activities. During the past three years we have incorporated our foreign students into this activity. Film programs presented by students from various countries are scheduled both during the day and at night, and booths are set up during the day where members of the public can sample the native foods of each student's country and receive information about the country. All of this has been well received by the public.

We have a community relations activity at Brevard Community College called Communications '70. This program was established ten years ago with the purpose of bringing about better understanding between students and the community. The program is held several times each year, and briefly it works like this: those invited to attend are 100 community citizens from all levels of society--and an equal number of students. We serve a dinner free to all participants, and we make sure that tables are equally divided between students and community citizens so there will be a free flow of conversation. Following the dinner there occurs a presentation concerning a subject of widespread interest to all age levels. This includes a question and answer session. This has been an extremely successful "town and gown" project, and over the years, more than 7,000 people have participated in the various programs.

For the past three years, the spring program has been titled International Student Night, and this has become the most popular of all our programs. Students from various countries perform native songs, dances, and folklore, and tell the audience brief things about their countries. At our meeting this past March--which came at the height of tension between the United States and Iran--four Iranian students were on the program. When they finished they were given a standing ovation by the audience. Such a happening as this is the ultimate in public support--and could be accomplished only through personal--one on one--contact.

Each year Brevard Community College plays host to many foreign visitors from such countries as Gambia, India, Korea, Taiwan, Israel, Canada, Germany, etc. We use these visitors extensively to give lectures in the community, to meet the press, and to host dinner parties and other social events with community citizens. An example: in 1979 we hosted a conference of the OAS, and more than 500 community representatives attended luncheons and dinners with the delegates. Twenty-five community organizations contributed $6,700 in donations to help entertain our visitors during their one-week stay in Brevard. This is concrete evidence of public support. One night the entire Brevard County Spanish Community--which is a very large group--came together to host the delegates at a social event.

For the past two years we have had on our campus a foreign curriculum consultant from Brazil. In addition to teaching, this person has devoted 50% of her time to giving forums and lectures in the community. Needless to say, this has gained tremendous public support for international education.

We have also gained public support by bringing to the campus each year many foreign cultural exhibits and performances such as a Russian art exhibit and a performance by the Chinese Goodwill Mission from Mainland China. Our summer Study Abroad program has been a valuable means of obtaining continuing support. This summer 150 BCC students--young and old--will participate in Study Abroad programs in Europe and the Far East. Just imagine the influence they will have on their parents and friends when they return.

These are but some of the things that have helped us build a solid base of public support in Brevard County. But this support goes much further than the local area. It carries over into our Legislative Delegation and thus into the area of State and Federal Government. Excellent local support spreads out like creeks forming rivers and rivers forming oceans. Even a small ripple is far reaching.

International education has had a far-reaching and a lasting impact on Brevard County and Brevard Community College. When people become true friends they are less likely to become enemies. And when young people return to their native countries with the vocational and technical skill to help provide a better standard of living and thus a better way of life for their people, then all the world benefits. For both the foreign student and the local college it is a rewarding experience and one that just might end up saving this world and all its people.

BOARD OF TRUSTEES' ENDORSEMENT, AS A COLLEGE-WIDE OBJECTIVE, OF THE INTERNATIONALIZATION OF THE COLLEGE'S PROGRAMS AND SERVICES

Pasadena Area Community College District, California
Richard S. Meyers, President

December 6, 1979

Position Paper on International Education

There has been, in recent years, an increasing awareness of the interdependence of all the nations and cultures of the world. Energy, environmental pollution, interconnected financial and monetary systems, and the growth of the multi-national corporation are but a few of the critical contemporary developments that remind us that we live in a world-wide mutually dependent political, social and economic web. It is clear that the citizens of the United States need to understand the cultures and actions of the world's nations in order to evaluate the international and domestic impact of major policies of these nations. Knowledge and appreciation of other cultures encourages new perspectives about an individual's role in society.

The goals of Pasadena City College include providing opportunities for students to "discover and broaden their interests, develop their capacities and achieve realistic and worthwhile goals" and to "fulfill their roles as responsible citizens" (College Bulletin, p. 2). It is apparent that in today's world, achievement of these goals necessitates a broad international perspective in the college's programs and services.

Accordingly, the Vice President for Instruction appointed an Ad Hoc Committee for International Education comprised of faculty and administrators from five disciplines and service areas (Business, Life Sciences, English, Foreign Languages, and Counseling). The Committee was charged with (1) conducting a preliminary assessment of the international dimensions of current programs and services at the college; (2) collecting and evaluating information on trends in international education at the community college level; and (3) recommending a course of action for future development of international education at Pasadena City College. A final report was submitted to the Superintendent-President in October, 1979. The following paragraph highlights the Committee's findings.

The programs and services at Pasadena City College do have some outstanding international elements. The curriculum includes some components with worldwide dimensions, the foreign student program is exemplary, and a survey indicates that the faculty has considerable international experience. As desirable as these elements are, however, they do not in and of themselves constitute an integrated and broad program of international awareness. The Committee stressed the need for a well coordinated effort at the college directed toward strengthening and expanding the opportunities for international perspectives in the college's programs and services.

Recommendation In consideration of the critical importance of international perspective in education, the Board of Trustees of the Pasadena Area Community College District endorses as a college-wide objective, internationalization of the college's programs and services. In order to acheive this objective, the Superintendent-President is requested to take action to establish committees, conduct studies, and institute activities including, but not limited to, the following:

1. Appointment of a permanent Committee and designation of a person to assume specific responsibility for the development of international education at Pasadena City College.
2. Establishment of international linkages to facilitate interchange of students, faculty and administrators.
3. Establishment of international linkages to provide exchange of technical assistance and information.
4. Examination of the curriculum from an international perspective.
5. Development of in-service programs focused on international perspectives in education.
6. Investigation of the feasibility of instituting a field studies program.
7. Investigation of sources of external funding and the preparation of proposals to establish and support various aspects of the international education program.

GENERAL EDUCATION REQUIREMENT:
INTERNATIONAL/INTERCULTURAL EDUCATION

Memorandum from A. Hugh Adams, President
Broward Community College

Because of your interest in this matter, I am forwarding a copy of the policy recently adopted by our governing Board of Trustees which establishes a General Educational Area Requirement in International/Intercultural Education and a policy statement regarding International/Intercultural Education. Although not as spectacular as some other components of international/intercultural programs, such as study abroad programs, this action may have much greater significance because of the number of students involved on our campuses.

For your information, I am enclosing:

1. The policy;
2. Bill Greene's communication to the Academic Affairs Committee in support of this policy;
3. Implementing procedures to department heads and division chairpersons.

EXCERPT FROM POLICY MANUAL

Broward Community College recognizes the importance of providing for students an international and intercultural dimension. As citizens of the United States and as inhabitants of planet Earth, today's students will be confronted throughout their lives with issues that transcend national boundaries. So interconnected is the political and economic world that some understanding of current issues and the events that shape them, as well as an appreciation for other cultures and customs throughout the world, is now basic to good citizenship. This has become an essential aspect of today's curriculum.

It is further recognized that community colleges have a major responsibility in providing an international/ intercultural dimension because of the increasing numbers of students for whom the community college will provide their only college-level educational experience. Moreover, the nature of the community college, and its emphasis on serving a local constituency, requires that the global agenda be addressed.

It is the policy of Broward Community College to encourage and support the development of the many aspects of international/intercultural education. These would include:

1. A structured process for the involvement of the community and the college.
2. Study-abroad programs.
3. The internationalizing of the curricula.
4. Proper and effective programming for international students on campus.
5. Programs of an international/intercultural nature for the community.
6. Student, faculty, and staff exchange programs.
7. Consultant and support services with foreign institutions.
8. Staff and program development activities.

MEMORANDUM

TO: Academic Affairs Committee

FROM: William Greene, Chairperson
Division of International/Intercultural Education

SUBJECT: Proposed Addition to General Education Requirements

DATE: December 14, 1978

This is to request the approval of the Academic Affairs Committee to add the following area to the General Education Requirements:

Area 8. International/Intercultural Education...6 semester hours

Any combination of courses from the general education offerings that contain a major international or intercultural content and emphasis. Appropriate courses taken under Areas 2, 3, 5, and 7 may be used to meet this requirement.

To implement the above, the following provisions are recommended:

(1) Departments and divisions shall recommend to the Vice President for Academic Affairs (through the Division of International/ Intercultural Education) courses within their areas that meet this requirement. The Vice President for Academic Affairs shall in turn recommend to the Academic Affairs Committee courses to be approved as meeting this requirement.

(2) The proposed requirement shall take effect beginning Term I of the 1980-81 academic year. This will provide departments and divisions with sufficient time to review and recommend courses within their area, modify courses where appropriate and/or desirable, and propose new courses that might satisfy the requirement.

The following points are offered for the purpose of clarification:

(1) The proposal does not stipulate that a student take additonal hours beyond the current General Education Requirements. It does require, however, that students receiving an A.A. degree enroll in at least two courses that contain an international or intercultural emphasis. This may be accomplished in either of two ways: (a) within the existing area requirements (Humanities, Social Sciences, or Area 5), or (b) through electives.

(2) The proposal in no way alters, changes, or interferes with the current area requirements. Students must still complete 6 credits in Humanities, 6 credits in English Composition, 9 credits in Math and Science, 6 credits in Social Science, 9 credits in Area 5, and 4 credits in Physical Education. Course requirements are not shifted from one area to another, but rather, redirected within the areas.

(3) The proposed new requirement does not conflict with the suggested programs of any Associate in Arts degree program. In no case will students be required to enroll in additioanl courses beyond those already indicated.

(4) As this proposal calls for changes in the General Education Requirements for the Associate in Arts Degree only, it will not affect Associate in Science Degree or Certificate programs.

(5) Numerous existing courses now being offered, both within the area requirements and among electives, may be used to satisfy this requirement. No new courses are necessary. Departments and Divisions may, however, develop additional new courses of an international/intercultural nature appropriate for majors in their particular area or discipline.

(6) The proposed requirement does not restrict students' freedom of choice by requiring that a specific course be taken. Approximately 80 courses are currently being offered that would probably be designated as meeting the requirements.

Rationale and Justification

The statement on general education that appears in the Broward Community College catalog expresses the following philosophy:

> General education is that combination of college level courses and other activities considered essential for the effective participation of the student as a citizen in his community...The total experience, therefore, should include appropriate academic subjects and supplementary activities whereby the student achieves the best of citizenship with a better understanding of oneself and a higher regard for others.

The catalog further states that "general education courses are designed to help you (students) develop as a well-rounded individual capable of thinking and acting as a mature, educated, and elightened citizen."

These statements emphasize the role of the student as a citizen, as well as expressing the ideal of understanding others. To be in harmony with these statements, it is essential that we provide students with some exposure to an international/intercultural curriculum. To fulfill the role of citizen in an increasingly interdependent world requires some knowledge of that world. To develop a better understanding of other cultures requires some understanding of those cultures.

The following public statement on the need for international education in United States community colleges was developed by a national colloquium attended by leading educators and government officials held at Wingspread, Racine, Wisconsin, in October, 1977:

> People of this nation are confronted daily with issues that transcend national boundaries. So interconnected is the political and economic world that some understanding of those issues and the events that lead to them and some appreciation for customs and cultures world-wide appear basic to good citizenship. Education has a responsibility in preparing citizens to deal with the issues that confront them. United States community colleges, as community-based post-secondary institutions, share significantly in that responsibility. They enroll over 4.5 million students in academic or occupational programs and in continuing education opportunities, with the latter often attracting students beyond the conventional college age.

More than one-half of all students beginning a college education do so in a community college.

For many of these students, the community college is the only college-level educational experience they will have. An international/intercultural dimension to that experience can make a major contribution to their exercise of responsible citizenship.

An international dimension to a community college program may assume a variety of forms such as courses focusing on other nations and cultures, travel or study abroad, faculty exchanges, and enrollment of foreign students in United States colleges. All can serve the basic purpose of educating United States citizens and of furthering mutual understanding between people of this nation and those of other nations.

The United States Commissioner of Education, Dr. Ernest L. Boyer, has called on community colleges to provide leadership in the area of international/intercultural education. His statement, perhaps better than any other, expresses the crucial educational agenda which now confronts us:

> I'm convinced that higher education must also begin to build bridges among the nations of the world. I happen to believe that a great international drama is unfolding with great rapidity on the planet Earth. Suddenly, we are beginning to confront an agenda that affects the four billion inhabitants of this world. And ever since we traveled into space, we are now able to look back on this little planet as it hurls itself through darkness; and at least we have the prospect of getting perspective on the central issues of our time.
>
> The harsh truth is that the human race continues to expand at the rate of two hundred thousand people every day, at 73 million more people every year. And every day more than eight hundred million people are facing hunger--living literally from hand to mouth. Tensions over resources grow more acute, and the quality of our environment is threatened. The questions then of the future are these--this may indeed be the curriculum of the futre: Where will we get our food and how can it be appropriately distributed? What about our energy supply and how can it be equitably shared? How can we reduce the poisons in the atmosphere? Can we have a proper balance between population and the life-support system of this planet Earth? And how can we learn to live together with civility in a climate of constraint? And I believe there is no more important educational agenda than the issues I've just described. We must confront the fact that we cannot live open-endedly in a world of finite resources. And we must begin to anticipate the nature of our world when these resources become less available to us.

> These then are the transcendent issues which today's young people and all of us must begin to think about and to talk about with great care. And yet, confronted with these transcended questions, most of us still have not placed our own lives and our own institutions in perspective. Most of us are still woefully ignorant of our planet Earth. And I'm convinced that education must focus on this new curriculum, one that gives a clear vision of the unity of our world in a social and in a physical sense as well, and this means building bridges to other human beings all around the world. And I believe again that our community colleges can and must take the initiative in helping to build these global bridges; not only because you have such a large number of students, but because you have the flexibility and the vision to lead the way.
>
> Now let me be very candid here. There has, and I've heard it, been a shocking attitude in higher education that it is somehow illegitimate for our community colleges to concern themselves with global education. It's been snobbishly proposed that this is the senior college turf--as if 35% of our higher education students could be cut off from the significant issues of our time. I reject absolutely such disturbing nonsense. Indeed, I'm convinced that the two-year colleges not only have a right to establish international linkages, they should lead the way. They have an obligation. ...I'm convinced that these programs are absolutely crucial. They need your strength and your commitment in the months ahead. For if we do not give our students real perspectives and teach them to live together with civility and constraint, we will have mortgaged our future on the short-time satisfactions of today. We intend, in the United States Office of Education, to give vigorous leadership to this central issue.

On April 17, 1977, the Board of Directors of the American Association of Community and Junior Colleges adopted a resolution expressing support for the internationalization of the curricula of American community colleges. Dr. Edmund J. Gleazer, President of AACJC, has repeatedly called on community colleges to begin the process of internationalizing themselves. Moses Koch, President of Monroe Community College (Rochester, New York) stated in the AACJC publication, Internationalizing Community Colleges:

> ...for a two-year college truly to internationalize its curriculum, I believe that every graduating student should experience some substantial institutional impact in international and/or intercultural affairs as part of the college's deliberate, considered effort to convey its institutional impact upon him or her before conferring its degree. Thus, it should be a rather pervasive institutional value commitment, a thematic college-wide thrust to which all degree-directed students are exposed in varying extents.

A review of the transcripts of recent BCC graduates with Associate in Arts Degrees reveals a shocking deficiency in this area (see attached study). A sizable percentage of our graduates have not enrolled in a single course containing any international content or emphasis. Pre-Business Administration majors are not being exposed to economic systems of other countries. Elementary education majors--who will be responsible for educating future citizens--learn nothing of other countries or customs. Science majors are not receiving an educational background on the pressing technical problems of the world. Behavioral Science majors are not registering for courses that provide them with an exposure to the society and values of other countries.

The proposed addition to the General Education Requirements will not rectify completely the problem. Additional efforts to internationalize the curriculum will be necessary. The proposed requirement will assure, however, that A.A. Degree graduates will have received at least some exposure to international/intercultural education and that Broward Community College will have begun to address the global agenda.

MEMORANDUM

TO: All Department Heads and Division Chairpersons

FROM: William Greene, Chairperson
Division of International/Intercultural Education

SUBJECT: General Education Area Requirement:
International/Intercultural Education

DATE: 20 February 1979

The purpose of this memorandum is to initiate the implementation of the new General Education area requirement relating to international/intercultural education. This new requirement was approved by the Academic Affairs Committee in January; a copy is attached for your review. Essentially, the new requirement stipulates that BCC students seeking the A.A. degree must earn at least 6 semester hours in courses that contain a major international/intercultural content or emphasis. This new area requirement will become effective Term I, 1980.

Implementing procedures approved by the Committee provide that departments and divisions will recommend to the Vice President for Academic Affairs, through the Division of International/Intercultural Education, courses within their area that meet this requirement. The Vice President for Academic Affairs will then recommend to the Academic Affairs Committee those courses to be approved. The Committee will act on the recommendations at regularly scheduled meetings.

It is recognized that there might be differing interpretations as to what constitutes an international/intercultural course. Basically, courses meeting this new requirement must have, as their primary thrust or emphasis, content relating to foreign nations or non-Western cultures. Courses dealing with such matters as current world issues, the historical development of foreign nations, and other topics relevant to other countries and cultures should be recommended. Foreign languages would obviously meet the criteria. Those courses that emphasize cultural awareness of a Western nature should probably not be recommended for approval. I have attached a list of courses which, in my opinion, should be approved.

Departments and divisions are encouraged to develop new courses to meet this requirement. Moreover, it might be possible to modify some currently offered courses. The one and one-half year implementation period was incorporated into the proposal to allow sufficient time for such curriculum development. It is my hope that every department/division will consider developing a new course or courses relating to its discipline that would meet this new area requirement. I would be pleased to discuss such possibilities with you at your convenience.

In order to facilitate the recommending of courses, I have attached a form memorandum. Recommendations should be forwarded to my office once articulation signatures have been obtained.

Thank you for your cooperation. Please do not hesitate to contact me if you have any questions or concerns.

The following Broward Community College courses have been identified as having a major international/intercultural content:

COURSE NUMBER	DESCRIPTION
BA 241	International Current Business Practices
BA 254	International Banking
BA269	International Marketing
ENG 211-212	World Literature
FRE 101-102	Beginning French
FRE 104	French Study-Travel
FRE 111	Elementary French Conversation
FRE 201-202	Intermediate French
FRE 211	Intermediate French Conversation
FRE 203-204	Advanced Composition and Conversation
FRE 205-206	Studies in French Literature and Culture
GER 101-102	Beginning German
GER 104	German Study-Travel
GER 111	Elementary German Conversation
GER 201-202	Intermediate German
GER 211	Intermediate German Conversation
GER 205-206	Studies in German Literature and Culture
RUS 101-102	Beginning Russian
RUS 201-202	Intermediate Russian
SPA 101-102	Beginning Spanish
SPA 103	Beginning Spanish Accelerated
SPA 104	Spanish Study-Travel
SPA 111	Elementary Spanish Conversation
SPA 201-202	Intermediate Spanish
SPA 211	Intermediate Spanish Conversation
SPA 203-204	Advanced Composition and Conversation
SPA 205-206	Studies in Spanish Literature and Culture

ART 240	Oriental & Primitive Art
ART 290-291	Seminar in Art
REL 240	World Religions
REL 288	Judaism and the Jews
GEO 201	Regional Geography of the Western World
GEO 202	Regional Geography of the Non-West World
HIS 101-102	Western Civilization
HIS 111-112	Two Americas
HIS 205	History of Afro America
HIS 206	Jewish History and Culture
HIS 211-212	Latin America
HIS 222	20th Century World
HIS 225	Russia and the Soviet Union
HIS 290-291	Seminar in International Travel
PSC 221	International Relations
ANT 225	Cultural Anthropology
ANT 235	Introduction to World Ethnology
ANT 240	Introduction to the North American Indian
ANT 245	Anthropology Field School

INITIATING INTERNATIONAL EDUCATION PROGRAMS

Mordechai Rozanski
Pacific Lutheran University

WHY INTERNATIONAL EDUCATION

Most administrators who have supported the development of international programs have done so not merely for the laudable philosophic and noble reasons cited by most of us who argue in terms of future global imperatives, but for more practical reasons. Educational administrators as society's gate-keepers must consider not only the noble, the moral, and the profound, but also the mundane, the necessary and the profitable. Thus, for those of you who daily grapple with these basic questions of utility and cost, let me assure you that for most institutions, a program in international education can be justified because it meets discernable societal, institutional and student needs.

We live in a shrinking world. The forward rush of technology and trade is fast eliminating the cushioning space that once separated localities and nations. And local concerns and careers are more and more inextricably tied to global forces. For example, can one explain inflation without reference to global economic forces; can one comprehend the cost of gas at the corner gas station, or the scarcity of resources without reference to the Middle East and questions of national and international stability. Fundamentally, therefore, the need for international education goes beyond an esoteric need to train international studies experts, it entails the need to develop within our local communities a citizenry with the knowledge, attitudes and skills necessary for survival in our dawning global century. What I am talking about is a need for a global perspective, even a global competence that is as basic as reading, writing, and counting. Many schools have recognized this need, and as a result are increasingly internationalizing their professional and technical programs, in addition to the liberal arts. This includes business courses, journalism, sociology, nursing, education, management, engineering, and energy related fields, to name just a few. International education is entering our colleges because society requires it, and not merely because colleges deem it inherently valuable.

Harlan Cleveland has said it more feliciitiously: "American citizens, who are bound to be active participants in local decisions with global consequences should not be crippled by learning in schools and colleges that segregate domestic and foreign concerns in separate compartments. We must fnd ways to equip American citizens with the knowledge, skills and attitudes they will need to function effectively and responsibly as producers, consumers, and as citizens of an increasingly interdependent world."[1]

The Role of Community Colleges

Community colleges have a special role to play in this task of citizen education. The reasons for this are obvious. First our more than 1,000 community colleges enroll about 50% of all undergraduate students and 5.2 million of the 10.2 million total enrollment in non-credit adult and continuing education. Second, community colleges constitute a widely dispersed network committed to accessibility and community education for students who reflect the social, economic, ethnic and occupational diversity of American society. As a result, community colleges have a significant opportunity and major responsibility to provide education in global perspectives to the broad population they serve. It is actually a case of community colleges being "saddled" with an opportunity.

How to Initiate International Education Programs

In this cursory discussion on how to initiate a comprehensive international education program, I will focus less on specific examples and more on the replicated and common processes that have contributed to effective program development at a variety of institutions.

In the beginning was the president or chief academic officer! The domain of International Education, as with other cross-disciplinary programs is ill-defined, complex and often treacherous. Its development and growth requires the judicial skill, the above-the-fray temperament, and the preemptory clout of a President/Provost. The reason is because a rising International Education program treads on protruding political toes, it invades departmental turf, and disturbs the comfortable and the dead. Developing an International Education program is ultimately a political process requiring significant institutional decisions about curriculum, organizational structure, budgets and faculty. While faculty initiatives in curriculum are essential, and an entrepreneural coordinator or program director invaluable, the first and most important factor in program development is the president/provost and the institutional commitment he manifests.

The president/provost provides the annointing oil of legitimacy, and by delegation, the mantle of authority. The president/provost raises the enterprise from the level of faculty sport to institutional policy. His commitment alone can go a long way to eliciting the interest and commitment of key levels of the college's administration and faculty.

The president/provost however, need not, indeed, probably should not execute or administer the program. For both programmatic and political reasons, the president/provost should delegate this responsibility to vigorous and devoted faculty. The importance of faculty leadership cannot be overstated. As Frederick Starr suggested in the recent special issue of *Change* magazine, entitled *Educating for the World View*, the key to sustaining internal support and to mobilizing external resources for international education programs is the highest possible quality and intensity of faculty advocacy. Program leadership that combines the faculty and administration, even more than money is the heart of the matter, because it provides the energy and forms the essential infrastructure for executing successful programs.[2] This does not mean that the president/provost should withdraw completely; he should maintain an oversight function by chairing a university-wide council or committee on International Education. This committee should be comprised of representatives from all relevant consitutencies such as humanities, social sciences, vocational/professional and technical areas, foreign student advisors, study abroad advisors, English as a Second Language personnel, the registrar, Coop Ed coordinators, library officers, continuing or adult education coordinators, placement officers, a designated International Education programs coordinator, and for community colleges, members of the Board.

This council, in effect, becomes an international education task force and an instrument for the development and diffusion of a diverse on and off-campus program in International Education.

Resource Inventory and Needs Assessment:

What is the next step? An effective program whatever its features cannot be imposed on an institution from outside, or from the top down. It must evolve from within, building on existing and potential resources and responding to the unique and specific needs of a particular institution.

The first step in this effort, led by the program coordinator and the international education task force, is an institutional inventory of resources. Besides indicating strengths and weaknesses in international education, this inventory has several indirect benefits. Among the most valuable is that the very process of assessment can foster new institutional consciousness about international education, and as a result, stimulate faculty interest and momentum in support of internationalizing the curriculum. However, the primary purpose of the inventory is the evaluation of resources and needs.

This means:

1. To develop hard data on the quanity and quality of existing faculty resources. Many institutions are surprised to discover "closet internationalists" among their faculty. These may include the foreign-born or

educated, world travelers, and other categories. These faculty are resources for curricular development in their various departments, and potential study tour leaders.

2. To assess library resources and needs, study abroad capabilities and other program supports.

3. To assess curriculum to see what i[illegible] place (in history, political science, sociology, [illegible]ology or foreign languages) that may form a pac[illegible] program of existing courses in international educati[illegible] Even more important may be the chance to discover those courses which have a hidden or potential global dimension--even though they appear to be national or functional in focus. Let me cite two examples of this latter category:

   a. Contemporary American history, even State history courses are excellent instruments for introducing a global perspective into the existing curriculum. What is the state's or the nation's relationship to the world economically, diplomatically, technologically? Which local products are exported and where? Which consumer goods are imported and from where? Chadwick Alger has prepared an excellent course model with numerous practical activities entitled You and Your Community in the World, another model is Columbus in the World/The World in Columbus. These courses help students develop knowledge, values and some skills essential to a global perspective and can lead to local market studies that will support international trade programs.

      Another approach in an American history course is to build on the multi-cultural dimension. Are America's minorities and ethnic groups solely a domestic phenomenon or do they have a cross-cultural identity? This approach places multi-cultural and ethnic studies in their true global context and provides valuable insights for minority and majority students.

      And what about the various themes in American history? Are problems of poverty and urbanization an American or global phenomenon? Can they be related to questions of Third World poverty and development?

   b. What about vocational/technical and professional courses? Aren't many of them susceptible to internationalization; for example, nursing, journalism, or education. Take waste-water management at Linn-Benton Community College in Oregon. This is a subject of immense importance to developing nations in the Pacific Rim. It relates to food, health and resource management. If instructors in such courses used comparative case studies, would not this benefit students and the faculty members and, in turn, make possible technical training programs for foreign nationals and aid missions abroad involving faculty and/or students.

These curricular assessment examples reflect the "infusion method" which implants comparative and global dimensions into existing, seemingly non-international courses. Can't this be done equally with nursing, education, business, and agriculture, among others? Isn't this also building on institutional strengths, related to faculty expertise and institutional goals? And isn't this "infusion method" less costly than creating new courses especially at the early development stage.

While many assessment aspects may be discussed, there are essentially four generic assessment categories: 1) curriculum, 2) program supports, 3) structural supports, and 4) outreach.

Curriculum has already been discussed. Program supports include study abroad, film and cultural festivals, lecture series, library acquisitions, faculty and evaluation workshops which provide valuable support to curricular efforts.

Structural supports deal with questions of format and organization. Should internationalized courses and their supports such as study abroad stand alone or be organized into a major or minor? What are the functions of the program coordinator? What about the organizational links between the program and departments? What are the reporting lines? What are the relationships between the coordinator and other administrators? All these questions relate to structure and governance and should be considered carefully.

Outreach entails links to the community. Ultimately, it entails community support and potential jobs for students and revenues to help sustain a program. It may include forums for Rotary clubs, lecture series, courses for K-12 teachers or high school students and related activities.

Goal Setting

This assessment process will logically lead to the identification of various program needs and, in in turn, can become the core of a master plan which delineates future program goals. Cumulatively, this assessment, needs study, and goal setting creates an infrastructure that helps builds distinct programs.

The value of this process of infrastructure building and master planning cannot be overemphasized. It gives coherence, developmental logic, and a reasonable and controlled growth pattern to a budding program. It means that a program evolves from the strengths, and in response to the needs and interests, of an institution. It prevents the fragmentation of program elements into isolated endeavors. It promotes a comprehensive program made up of curricular and cocurricular elements, and permits new capabilities to be used for community programs, technical training, etc.

A final point should be mentioned. Initiating new programs of any sort is a demanding and often frustrating task. Indeed, it is a rather expensive task because ultimately--whether grants are obtained or not--the institution and its faculty must do the work of planning and implementing. What can help make the entire effort less taxing and even more effective is the help and cooperation of other institutions treading the same path. Our own Pacific Northwest International/Intercultural Education Consortium is an invaluable instrument for those initiating international programs. It has helped to rationalize limited resoures and to maximize opportunities for faculty and students. In the end, it has provided the collective support that makes international education a practical and affordable enterprise.

1. Harlan Clevelan, "Forward to Basics," Change Vol. 12, No. 4 (May-June, 1980), p. 22.

2. Frederick Starr, Who is Tending the Store?" Change, op. cit., p. 33.

This article will also appear in a book to be published this spring: Mordechai Rozanski and Walter Brown, Strategies for Initiating and Strengthening International Studies Programs. New York: Council on Intercultural Studies and Programs, 1981.

COMMUNITY COLLEGES AND OVERSEAS ACADEMIC PROGRAMS

Gerhard Hess
Rockland Community College

Overseas academic programs or "study abroad," are easily the most visible, perhaps most glamorous, and to some degree, even elitist segment of international education. As such, they seem particularly prone to criticism, if not elimination, during times of budgetary constraints and decreasing enrollments. After all, the experimentation of community colleges with such programs started during the so-called "golden years" in American education, in the late 1960's.

Study abroad programs, when conducted on a responsible and academically sound level, should have as much of a place in community college education as any other programs conducted in our institutions. They should be simply part of the educational scene in community colleges today and should be subject to expanding or contracting budgets only within the limits of all other programs on campus. My observations are based on personal experiences with Rockland Community College which started the whole process of overseas academic programs in community colleges more than ten years ago.

Internationalism in higher education is as old as higher education itself and international education constituted a most important element in the formation of institutions of higher education in all countries and at all times.

No community college prior to 1967 had any experience with a comprehensive international program abroad. There were, of course, faculty members in different institutions who travelled abroad with groups of students and thereby developed some international interests. These attempts, however, lacked overall integration into the college curriculum and, at times, even serious academic content, structure or required continuity.

The idea of introducing a sizable comprehensive, international dimension into a community college was a new, almost a "radical" idea in 1967. Most previous attempts had failed for the vast majority of all community colleges largely due to a number of erroneous ideas and misconceptions: Namely, 3!

One of these was the belief that students should have had at least two years of college training before they could truly "experience" or "benefit from" overseas academic programs. Therefore, the argument held, attempts with overseas programs should be reserved for four-year colleges and graduate schools because these institutions were better equipped to introduce the student to overseas academic experiences after the student has already been on campus for two years.

To further bolster this argument, the well-known "two-year discrepancy" between European and American high school graduates holds that most European universities will not allow American high school graduates to enter directly out of high school. On the average, they require about two years of college credits prior to acceptance into their first-year studies. By the same token, graduates of most European high schools will receive, again on the average, anywhere from one to two years of college credit should they decide to enter an American college.

From a strictly technical point of view, it has to be conceded that it is virtually impossible to channel American freshmen and sophomores directly into European universities. The obvious solution has been the establishment of overseas academic programs geared specifically to the community college student, thereby bypassing many existing established institutions. This procedure, in addition, allows for more flexibility and the creation of truly innovative programs such as community-based or work study projects.

It can also be argued that in an age of instant communication, TV, and jet travel, two years of college education are not essential any longer to a meaningful introduction of a student to another culture or a different educational system. Furthermore, far from being a detriment, the early exposure would be an advantage.

Such early exposure to other countries and foreign cultures could substantially increase the benefits of most on-going educational processes. In retrospect, one can state that quite a number of students have started to study foreign languages after their return from a short introductory program abroad. Other students who had studied abroad for a semester or longer became seriously interested in the area, in the country, or even in a religion or philosophy of that country, so that they wanted to pursue their studies on the subject upon their return.

The second philosophical argument concerns itself with a statement that community colleges are essentially planned as schools to serve the immediate community. The rationale and the administrative potential of overseas academic programs and international curriculum at the community college level is thus put in question.

Planned as schools to serve the local community, these colleges generally stress a vocational, professional preparation of the student body. Since it is the county (community) that pays part of the operating expenses of a community college, it is felt that the community should be the chief beneficiary of the college.

of young community college students themselves. It can be argued that for many such students the two years on the college campus will be their only exposure to academic learning. It would be grievous to deny them an opportunity to participate in a meaningful and structured learning exposure to foreign cultures. It may well be their only chance to participate. To claim that such a privilege should be reserved for four year college students *only* is to deny a very valuable public the right of equal access to offerings our institutions of higher education should be providing for all.

The *adults* in the community increasingly make the college the center of their learning activities, and it becomes clear that a sizable international dimension attached to a community college not only benefits but actually constitutes a unique enrichment for the community as a whole. Increased attendance at international events sponsored by the college, increased media coverage of such events, greater tolerance of minorities and other cultures *in* the community, increased adult travel abroad, contacts between host families following previous visits, greater frequency of appearance of foreign faculty on campus--these are only some of the benefits that accrue from international involvement for the adults in the community. We experience here a chain reaction: Increasing enrollment for overseas programs by younger siblings of those who participated before, and by children whose parents were alumni. Communication by word of mouth about the success of the program generates increasing numbers of program participants as well as international interest and excitement in the community.

In addition to service for young students and the adults in the supporting community, it seems reasonable to expect that community colleges would also wish to enhance their *own* position.

Therefore, a third argument for international programs in these institutions is to view them as striving for enhanced academic prestige.

The creation, rapid development, and finally the mushrooming of community colleges in the U.S.A. has resulted in a number of problems not anticipated originally. "Every major explosion of numbers in the history of higher education has brought forth new institutions described and describing themselves as mass academies. Some of these perished; others were in time converted to institutions of high status." It was, and still is, exactly the "striving for higher status" in the hierarchy of institutions of higher learning that put pressure on the community colleges and resulted often in the emulation of more advanced colleges in international programs. As students in these institutions "start seriously to question the justice of being assigned to an inferior station" demands for academic programs increase and with them, come greater aspirations for international involvement.

Not only the students, but also the faculty, strive for higher status. "The pressure of sub-university faculty to acquire recognition through university status is a basic part of the story of higher education today."

International programs provide the faculty with a chance for recognition. The involvement in global activities frees them from the provinciality, real or imagined, in their own college and community. Excitement of travel, discovery of foreign cultures as well as new contacts with colleagues in overseas institutions add prestige and enhance social recognition. In all cultures and communities, international visibility is a higher mark of status than national recognition only.

The responsibility of the community colleges to calls for international programs was manifold, varying in areas such as organization, finance, control and integration, and courageous in experimentation. Within the framework of community colleges, a tremendous variety of institutions developed with a vast diversity of emphasis, content, quality, orientation and commitment. Amidst all of these aspirations, the idea of international training, international curriculum, and specifically overseas educational programming was born. Until only fairly recently, these programs have been almost exclusively the province of graduate students or four-year institutions. Community colleges challenged that premise successfully.

The emotional commitment is one thing, the administrative feasibility quite another. Patient and tactful solutions of administrative and particularly financial problems are imperative before a commitment of public funds to international involvement can be assured successfully. It may be said without exaggeration, that while convictions provide the initial impetus, without administrative and fiscal solutions, such doctrines, however worthy, would not stand a good chance of being implemented. Therein, perhaps, lies the lesson of potentiality for successful educational reform of any kind.

It is to be noted that these fiscal and administrative difficulties are particularly important at community colleges because of their position in the educational system, and their dependence on good will and funds from local communities. This weakness, however, also contains strength. At the community college level, more so than at any four-year college or university, the central officers of the institutions have the power to deploy the initiative rather unhampered by the usual necessities of eliciting concensus, and/or depending upon support of other members of their constituency. Such strength, however, can be a weakness when the central officers are reluctant to embark on new programs.

The galvanization of the faculty becomes crucial at almost all stages of the process. Because of the nature of community colleges, the faculty is usually not internationally oriented. Some simply never had any academic experience abroad, or pursued strictly domestic specializations. Few are engaged in graduate research that would expose them to the wider world studies. Most live in the immediate community and pay most attention to its local life and problems.

To turn around such a faculty is a task which universities seldom have to face. Originating overseas academic programs within academic departments on-campus provides one successful avenue of immediate faculty involvement. A faculty thus involved will bring foreign faculty members to the home campus for reciprocating visits which, in turn, will result in heightened interest and a sense of proprietary involvement in international affairs for the community college staff. Such visits are very important, indeed, in adding color and stature to the quality of campus life.

Once exposed to education abroad, faculty members tend to be more prone to join international professional organizations and to infuse their teaching with foreign material; in short, there is less resistance to internationalize the curriculum.

Most importantly, it also became evident, over the years, that the power of one community college to establish programs as a single unit cannot be compared in effectiveness to the combined thrust of several collaborating, interested institutions. The weight of the numbers of particpating students and the rich variety of programs offered that emerge from a collective pattern of effort soon became the basic ingredient of success.

Thus, combining the consortium form of organization with the international dimension, demonstrates that community colleges can be provided with a new vehicle through which to enrich their own academic lives and interests, gain national impact and earn local recognition for staking out new horizons. In addition, such consortia in the field of study abroad can provide not only a large number of students with a large number of quality overseas academic programs, but they also possess what might be called "welding power."

They provide the unifying forms by which the emerging vast dynamic network of community college institutions can be knit more closely together.

Thanks to these programs, and these consortia, for the first time the community colleges of America made a joint appearance abroad. Far from remaining obscured by their older and more prominent institutions, the community colleges found abroad a willing network of similar style institutions, that turned out to be only too eager to cooperate.

These sister institutions overseas provided one more avenue for the American community college student to have his curriculum enriched by an experience impossible to match by any conventional program in this country. Organizing international programs abroad is, in a sense, like an on-going wave. Constant reshaping and multiplying the various offerings and alliances will lead to new forms of unexpected international activity. As a result, an educational institution, housing a very young, very local and often vocationally oriented student population can indeed establish a presence in a field not related to its original task and yet extremely relevent to the depth of its intellectual life and its mission!

CULTURAL STUDIES IN THE CURRICULUM: HELPING OUR STUDENTS BECOME THEIR OWN TEACHERS

Seymour Fersh
Brevard Community College

Before considering specific needs--in terms of programs which should be implemented on a particular community college campus--it may be helpful to consider the overall conditions in which these needs for internationalizing the curriculum arise.

Until recently, for most people of the world, it really didn't matter if understanding stopped at national boundaries, if indeed it stretched that far beyond family and clan. In such tradition-directed societies, the major function of schools has been to pass along from teacher to student the accumulated wisdom of a particular, shared culture. It was appropriate for teachers to master a body of knowledge and to help train others who could benefit from such a reservoir of valuable know-what and know-how. This kind of schooling is still appropriate where there are few changes and the elders knew best the kinds of behavior that are most likely to be effective for survival and fulfillment. The student was trained to "take his place in society" and encouraged to become ethnocentric--to believe that his or her homeland, people, language, way of life were not only special but also superior to that of others. In many ways, the ethnocentric view is helpful if a person spends all of his or her life in one, relatively unchanging culture. Until recently, this condition was true for most of the world's people, and to some degree, for many Americans as well.

Today, conditions are changing rapidly; moreover, the condition of change itself is changing--there is more of it and at an accelerating rate. In today's world of growing interdependence among nations and peoples, we need to increase our awareness of how our national actions and interest affect others, and are affected in turn.

In this kind of world, students will obviously need to know more about new kinds of content but an additional kind of learning will become increasingly crucial--the capacity to learn *from* the world as well as about it. This kind of learning will place greater emphasis on the "student as the subject" with selected content used to help him or her become more self-directing and more self-educating."

The implication for educational changes in community colleges is clear. It is not enough merely to broaden the curriculum by adding courses and subject matter about the peoples and cultures beyond Europe. The tendency in the American curriculum has been to place unbalanced emphasis on content rather than concepts. We still talk of students "taking" and "passing" and "majoring" in certain subjects. The curriculum is still basically divided into subject matter units. For part of the student's education, this pattern is still appropriate; for other parts, it is not. Cultural studies are especially appropriate because they can provide a process as well as a content for self-awareness.

By learning a general technique of how to study a particular culture, the student can internalize the method and use it towards understanding other cultures--within and outside his or her own system. This kind of learning can help the student develop the skill of empathy and the style of humility. Although the learner is introduced to other value systems, the result need not be a minimized view of one's own culture; it will surely result, however, in different views not only of others but of one's self.

The importance of this kind of education is becoming more widely accepted. At Harvard College, for example, the faculty of arts and sciences is beginning to substitute a new "core curriculum" for its present "general education" program. The "core" would cover about one quarter of student's studies; half would be in the student's major field and the final quarter would consist of electives. Within this "core curriculum" of five broad academic areas, one would be concerned with foreign languages and culture: "A single course aimed at expanding a student's range of cultural experience and providing fresh perspectives on the student's own cultural assumptions and traditions. If this course deals with a Western culture, the work will be done in that culture's language. Those involving other major cultures, such as China, will use translations. The curriculum change is proposed because "America's role in the world has changed from one of detachment to one of interdependence and permanent involvement with other societies and cultures. Harvard students are almost certain to spend a portion of their lives working, living and traveling abroad or engaged in some sort of active endeavor involving other societies and cultures."

The Harvard explanation still seems to miss a more central purpose that the greatest value of cultural studies can be to help students transcend their own cultural conditioning. For this purpose, cultural studies and experiences are a unique kind of content. It is, after all, difficult for the mind to "change its mind" because it has been so carfully encouraged to think in prescribed ways. By encountering contrasting minds--culturally different--each mind is reminded that its viewpoint is cultural rather than natural and its potential beliefs are not limited to its cultural inheritance. This kind of awareness can encourage one's confidence and ability to shape as well as share, to create as well as adapt to changing conditions. We can all benefit from such learning because increasingly we live in new cultures--the cultures of the future which are not merely extensions of the past. We now have the opportunity (and necessity) of being culture-creators as well as culture-inheritors.

These new conditions call for new responses; likewise, (really initiatives) can create new conditions. This necessity (and opportunity) makes the study of human societies essential because we all belong to cultures and need to know more about how they are created and function. We need more information and more understanding, but more than these, we need new methods of learning. "Until today ideas have always lived longer than people," says Edward de Bono, "but now people live longer than ideas. As a result, here is a great need for mental tools that make possible reforming of ideas."

This emphasis on helping learners become selfdirecting, self-educating is more in harmony with community college education than with that of any other American educational institutions. It is not surprising. After all, the community college movement itself owes most of its growth to the recognition since World War II that tradition-directed training will not be as effective as innovative education. For our purposes, cultural studies are essential because the "shock" of cultural differences can stimulate the mind to recognize that what appears to be logical is often merely habitual.

This insight is of special relevance to community college educators because our opportunities are more far-reaching and people-affecting than those of other educational institutions because we serve so many and such diverse kinds of learners, more than half of all U.S. students begin their college work in community colleges and an equal number takes non-credit courses. Half of all undergraduate foreign students and about a third of all students in higher education are enrolled in our colleges; and we are a major resource in the development of adult education. Moreover, community colleges are partners with other educational institutions such as libraries, media providers, museums, art councils, community forums, and other sources of continuing, life-long education. In our work with labor unions, business leaders, civic planners and others, the community college interacts in the world beyond the traditional campus-centered classroom. The world, too, has been discovering our community colleges as evidenced by dramatic increases from abroad for more information about how our system operates.

A first step in curriculum revision would be to organize a "core course" more around student-centered achievements rather than around content-centered units. Content, of course, should always be authentic and important; more important, however, will be the purposes for which the content was selected. For example, one purpose would be to help students experience responses such as: "I never thought of that..."

The purpose would be to begin having students become comfortable and even pleased when they discover that their assumptions can be reversed. This process can often be achieved with existing study units if we use them for student-centered as well as content-centered purposes.

This kind of approach can help the student recognize, realize, and be reassured that other people are like ourselves, concerned with the perennial human questions of survival and fulfillment. But once this feeling of human identification is affirmed, the greatest value in cultural encounters lies in discovering differences--the different ways and logic by which people sustain and give distinctive meaning to their lives. We may experience surprise or even "shock" when we discover differences, but we should be happy rather than sad because these differences help us recognize that much of human behavior is "cultural" rather than "natural," and that the human potential for creativity is limitless. In this sense, teaching about and learning from other cultures can be especially useful because so many ideas and actions are in contrast to our own cultural assumptions.

In this kind of education, the contribution of cultural studies will reveal itself not only by increased knowledge, but by personal development. Learners will not only know; they will also think, feel, appreciate, and act creatively.
No other part of the curriculum has a greater opportunity to help students become more fully conscious of their human potential.

It is now increasingly hazardous to base actions solely on one's own viewpoint. Moreover, ignorance about others perpetuates ignorance about one's self because it is only by comparisons that one can discover personal differences and similarities. The "glass" through which other cultures are viewed serves not only as a window; it serves also as a mirror in which each can see a reflection of his or her own way of life.

More than ever, we need to become our own teachers in a world where educated selves will be able to continue the process of self-educating. No content can serve this purpose better than cultural encounters. The discovery of "other" is also the discovery of "self"; without the combination, training is possible but not self-educating. Our community colleges have a unique opportunity to contribute to the overall human condition and to the individual condition of humans.

TELEVISION INTERVIEW AS PART OF NICOLET COLLEGE FORUM: "INTERNATIONAL STUDIES AT THE COMMUNITY COLLEGE"

(May 10, 1980)

Richard J. Brown
Nicolet College & Technical Institute

Seymour Fersh
Brevard Community College

Welcome to the Nicolet College Forum. I am Richard Brown, President of Nicolet College. Today we are going to be talking about international activities, foreign students, teacher exchanges and related topics. Today, we have a guest with us from Washington, D.C. He is one who is very well qualified to talk about international education. Let me first introduce him; Dr. Seymour Fersh, from Washington, D.C. It is good having you with us, Dr. Fersh.

Dr. Fersh is with the American Association of Community and Junior Colleges. It is an organization of two-year colleges to which Nicolet belongs. Dr. Fersh is in charge of international activities with that organization.

Let me start, Sy, with a question that many in the viewing audience might be asking at this time. Why community colleges and international education? Isn't this something which is just for four-year institutions, colleges or universities?

Dr. Fersh: No, it isn't. The first point to make is that the importance of community colleges in international education is not just an American issue. That is, many countries in the world are discovering the community colleges and in my work, in Washington, D.C., we have many visitors from Jordan, from Nigeria, from India, from China, and when they come to Washington, increasingly they are asking to learn about community colleges. Perhaps, I should just say a word about why this is happening. In many countries, they know the traditional education of training doctors and lawyers, but they are now beginning to try to understand how to educate, to train, middle management people for tourism, health care, technologies, and so on. The community colleges, among all the American institutions, are perhaps the best able to provide that training.

Dr. Brown: In the countries to which you refer, these subjects would not be in colleges or universities. Is that right?

Dr. Fersh: Right. Until recently, in countries such as India and countries that you know, such as Iran, most of the sons would go into the business of their fathers. The girls were trained by their mothers. In a traditional society, you didn't need schooling except for those occupations which are really professions. But now, increasingly, in all of these countries, the children are not following in the footsteps of their parents. There are new needs and they are considering schools such as our community colleges.

Dr. Brown: Actually, those countries are finding something out that we just discovered in the last couple of generations. Many of the subjects you referred to, that we find on the Nicolet campus or technical institutes all over this state, weren't in higher education until a generation ago.

Dr. Fersh: I think that is really the point. Up until World War II, it was increasingly true in the U.S. that you had a lot of enterprises, "So and So and Son." Before World War II, most of the women did not go into the work force. Then World War II came and that was the time when most of the women went into the work force. After World War II, we looked around in our country and found that things had changed. Then, the community colleges here were, in a sense, a response to that new situation.

Dr. Brown: These people that come in delegations from various countries to which you refer,are they actually asking for community colleges from this country to come over there and give them help in setting up programs like they find here?

Dr. Fersh: Yes, but I want to make one distinction. None of these countries, I can almost say, are going to have community colleges of the kind that we have. They are not going to be community-based or community-taxed. What they're mostly looking at are what the community colleges do. The usual procedure is to have three or four American community college presidents, who also have some feeling for other cultures, visit those countries.

When we went to India, there were four of us and the Indians set up seminars in five different parts of the country. To these seminars came principals or presidents of four-year colleges in India. We would talk about what we were doing, and as a result of those meetings, the Indians have set up a new association which is called the "College and the Community." It is not a community college, but it is something like we have done with the land grant university, which had the extension services.

Dr. Brown: You mentioned this aspect a couple of times. Do you want to go into it a little more? They are interested in what community colleges in this country are doing, but they are not interested in importing the community college.

Dr. Fersh: Right.

Dr. Brown: What stands in the way of that? What is their rationale for that position?

Dr. Fersh: Well, it is a completely different cultural context. As you know, in many countries the central government pays for education. There isn't the possibility of a community tax base. In many countries there is much more central planning. For example, in Rhinelander the question often comes up, "Is this course relevant for Rhinelander?" In the other countries, such as India, where they are introducing these courses, they would not expect that the person would stay in the community. They are really thinking about how to provide training for people who will serve national needs. The college will be in the community, but in a sense the person would then graduate out of the community.

Dr. Brown: I see. Some of us here are familiar with Gateway Technical Institute in Kenosha, and I think you had some work with them, in which they have worked with people from Egypt in setting up a kind of assembly line procedure; something where they work with people from American Motors in Kenosha. Is this very widespread? Is this something that is unique in community colleges?

Dr. Fersh: It is unique now and it's going to be less unique. As you know, there are about a thousand community colleges in the U.S. Within that thousand, fifty have started an international studies consortium. So those fifty have already indicated that they recognize that there is a place for community college kinds of services in the world. But it isn't just a question of the U.S. community colleges being in the world. The other part is that the world is now coming into the community colleges.

Recently, there was a report of a commission appointed by President Carter. It was a 25-person commission to look into the question of international studies and foreign languages in the United States. Dr. Edmund Gleazer, who is the head of our community college association, was one of them. The interesting thing about that report is that it is divided into six or eight chapters, and there is one chapter on higher education. In that chapter, the community colleges are mentioned, because we are part of higher education. But there is another chapter in the report called "An Informed Electorate." What the Commission said is that, more than ever, we need an informed electorate in the U.S., and the community colleges were asked to undertake the task of helping educate this kind of electorate. That means that community colleges are going to be expected to include more courses about the world, to bring people in from other countries, to become part of the world.

Dr. Brown: Do you see community colleges taking the direction that many four-year and upper-level universities have taken since World War II, of initiating area studies to get this informed electorate?

Dr. Fersh: No, in fact, I think the function of the community college should be quite different.

Dr. Brown: What directions will they take?

Dr. Fersh: Area studies tend to be a building block for those people who are going on in a specialized career, and we need these experts. I am in favor of federal support for national centers and universities; we need to have places training Americans how to teach foreign languages, and so on. I think the special contribution of community colleges is to treat the persons in the colleges as adults, as learners, and to begin to add dimensions to existing courses, rather than putting in only specialized courses which will only be taken as electives. Yesterday, at your college, you remember, you invited some of the classes to visit with me and one of the classes that turned up would, I think, surprise most people.

Dr. Brown: Yes, the cosmetology class.

Dr. Fersh: Yes. I think most people would expect, well, if there is a speaker on international education, then the social studies people would come. So when the cosmetology students came in, there was a question, what in the world does international concerns have to do with cosmetology? Well, the question we got into very quickly was: "What is beauty?" I was reminding them that when I was in high school, whenever my mother would say, "Now, there's a beautiful girl," it was interesting to see what her definition of beauty was. It was always health. There was someone who would not be sick. Someone who was likely to have children.

So, within the course in cosmetology, it didn't take very long before we were really into universal questions of: "What is beauty?" "What is the role of women in displaying the wealth of their husbands?" and so on. And out of that emerged a question, wouldn't it be interesting if people in that class, maybe each one of them, were to look at a different culture to see how they relate to beauty. Then when you came back to look at cosmetology, you would recognize, and what we need to recognize, is that what we are talking about is not cosmetology, we are talking about cosmetology in the United States, in the 1980's, in Wisconsin.

Dr. Brown: International education in the community college, is not specifically a course, or three-credit courses?

Dr. Fersh: No, although that's a part of it. The point that I see as the most exciting about international studies is that we are going to have help in becoming more self-directing, culture-creating and people-relating. There is a trend towards new, additional kinds of relationships. To put it quickly, in traditional societies, you are not self-directing, you are tradition-directed. That made good sense. The infant was brought into the culture and in effect has told me, I have good news for you. We have been here a long time, we have worked everything out and we will give you this gift.

Dr. Brown: The rules.

Dr. Fersh: Yes, the rules. If you do what we say, you will come out very well, and the fact is, you will. The whole idea of being self-directing is discouraged. It is really group-directed. Now, what I am saying is that situations are changing so rapidly that the place in which you are born is not the place in which you will live. Even if you stay in the place in which you were born, the place doesn't stay in the same place. When we were driving around Rhinelander, you were saying, you should have been here twelve years ago, this was this, etc. Now, twelve years is not a long time and yet, so much has changed. What we find, is that in addition to being tradition-directed and so on, which you continue to be, you have to become more self-directing.

It is not going to be surprising that you have so many careers in one lifetime. This is not going to be unusual. This will be usual.

Dr. Brown: Isn't that putting a greater burden on the individual and a greater burden on schools than existed ten, twenty, or thirty years ago?

Dr. Fersh: It is a greater burden and it is a greater opportunity. That is, in a traditional society, it is relaxing in that all the decisions have been made for you. There is an attraction to that. You know that when you lived in Iran or I lived in India, it was kind of relaxing to know that when you got up in the morning, almost everything had been determined. At the same time, in our system, well, you know some of these commercials where they promise you no surprise, that is what they are saying in effect. When you come to our place, you can relax because it'll be like the place that you left. There is something to be said for that. I am not knocking it. At the same time, there are many parts of our lives where they can't guarantee that it's going to be like that.

Not surprisingly, the function of the school will shift. What it will shift to, I think, is where the community colleges are best. That is, it will shift toward the student being the subject. The learner becomes more the center. The teacher, in a sense, becomes more like a coach. I think that it is interesting that in acting and in other professions they call themselves coaches. They don't call themselves teachers. A great teacher will be one who will be judged not by his ability but by those whom he coached. So the performance, then, becomes the judgment. Of course, that is what the community colleges are good at. We are really preparing people to become self-directing, to be able to function.

Dr. Brown: "Culture-creating," where do you get to this?

Dr. Fersh: Well, you can see, our young people have created their own cultural values and their own mores. People are living together or in certain combinations, and we are not making a judgment whether or not that is good or bad. What they are saying, in effect, is that they have looked around and they have found that their situation is different from our situation. Of course, sometimes they are intolerant of us. They say, well this is really the way to live and I am surprised that you hadn't discovered it earlier. But, if you go back, you will find that we lived in a different situation, a different context. So people now have a greater chance to create their own cultures.

We are doing that, of course. People are reaching out to different places, taking music, art, travel and incorporating it. There is great variety

The other point I was making is that increasingly we are going to have to become "people-relating" in addition to being individuals. More and more occupations in this country are in services rather than in goods. All these people in cosmetology, in addition to knowing the craft of cosmetology, are also relating to people. People are looking to them for guidance as to what is the definition of beauty. They are not merely craftsmen, not merely training.

What this means to me is that when you study these other cultures, you begin to exercise your mind. You begin to notice that what you think of as natural is really cultural. That is, the next time you hear yourself saying, it is only natural if you check, you will probably find there is a culture in which the opposite is natural. None of this means to me that you have to begin to act like other people. The psychiatrist presumably brings to the surface some of your unconscious thoughts. This is supposed to help you in that when you become conscious, you have the option of how to deal with the thoughts. The other point is, you have to take responsibility for doing it. What I am talking about is cultural analysis, where you bring to the surface a lot of unconscious ways in which the cultures condition you.

Another point, if you stay in your own culture, and the culture didn't change, there is no need to understand because you weren't encouraged to behave differently. In fact, that was really a danger. Today, I think, it becomes an atraction. That is why we have been talking about, for example, the role of foreign students.

Dr. Brown: I was going to ask you about the ways of studying other cultures, in addition to three-credit courses. Do you consider foreign students as one means of studying other cultures?

Dr. Fersh: I think the first thing you have to consider is motivation. If you are going to become more self-directing, culture-creating, and people-relating, then the question is, "How can you begin to achieve this objective?" This has not been the traditonal approach in most cultures. It turns out that the answer is to benefit from differences. In your case, you have Native Americans who represent another cultural value. Foreign students who are coming here to learn also provide an opportunity to be in touch with different languages, different value systems. Travel is another way and we are encouraging exchange programs.

Dr. Brown: Teacher exchange programs as well as student exchanges?

Dr. Fersh: Yes. You have encouraged faculty exchange programs and as you said, when your faculty member comes back from an exchange in England, he is a different teacher. That is what we are talking about, but you don't have to go to another culture in order to achieve this. The main breakthrough comes when you begin to feel that it is in your own benefit to begin to look at your own mind from outside.

Dr. Brown: Would you carry that "in your own benefit" a little further? Let me get specific, community colleges such as Nicolet, derive most of their revenue from property taxpayers in the area in which the institution is located. People in the viewing audience might be asking this question, "We see the community college as an institution to train and educate people in this area for jobs that exist in this area." Do you see this "internationalizing" also as benefiting the locality?

Dr. Fersh: Right. First, I want to make a distinction between training and education. Both of them are good functions. I think training works best when there is a predictable result that is wanted. Like first aid training. Do this without thinking. Increasingly, we are not going to be able to train people for positions because, in a way, we cannot predict what is needed.

For educating, culture-shock could be seen as delightful. That is, I would tend to call it culture-encounter, or cultural-surprise. The shock itself is our own way of reacting. We are not encouraged to like to be surprised. We feel embarrassed. Especially when we become adults. We don't like to be surprised. We are going to be surprised, however.

Dr. Brown: Do you see the community colleges having to move more and more in the direction of the traditional four-year institutions? As we get more foreign students, we begin to talk about the need for dormitories. Must only large institutions get involved in this?

Dr. Fersh: Not at all. Let's say, in the case of Nicolet, if you said you had twenty foreign students, the question would be not whether you had twenty, but who were the twenty? Now, if you had twenty from Nigeria in some special course, I think that is quite different than if you had twenty from as many different countries. I think there would be more education in having twenty from different countries, although you could have twenty from Nigeria in order to serve this other purpose of helping Nigeria.

Dr. Brown: I want to get to a question. Many of us have promoted the idea of international education, such as student exchanges, faculty exchanges and foreign students, as a way of stimulating an institution, stimulating faculty, stimulating students. Do you see that happening?

Dr. Fersh: Yes. We often forget that this is what has made the United States the stimulating country that it is. That is, we, more than any other country in the world perhaps, have had the inflow of differences. We have become so used to differences that you have to go to another country such as Japan, which is very homogenous, to be reminded that in the U.S., the differences have been stimulating.

Dr. Brown: In community colleges and four-year institutions, faculty are no longer moving around like they used to. They come and they stay. Job opportunities are not what they were a decade ago. There seems to be, more than ever, a need for institutional stimulation.

Dr. Fersh: I think what we need with community college faculty is what the community colleges are talking about for everybody else. That is, lifelong education, continuous education. I think the community colleges, along with all the other colleges, need faculty development, faculty in-service. Except that "in-service" still has this connotation of remedial. If we could get into the idea of thinking about education like we do about health, that it is continuous, it changes. You don't get it once and for all; you're not inoculated for life.

A videotape of the complete 25 minute interview is available from Nicolet College.

INTERNATIONAL EDUCATION PROGRAMS AND SERVICES OF INTEREST TO COMMUNITY AND JUNIOR COLLEGES

Sponsored by the Office of International Education
U.S. Department of Education

The following information was provided in November, 1980, by the Office of International Education, U.S. Department of Education, Washington, D.C., 20202.

The U.S. Department of Education, through its Office of International Education (O.I.E.) is responsible for expanding the international global dimensions of America's education system and for promoting American citizen's awareness of other cultures. O.I.E. activities of interest to community and junior colleges are briefly described below and include training, curriculum development, research, exchange, and a wide range of services in the international education field.

Details about each of these activities may be obtained from the appropriate office (indicated by letters in parentheses after each program description). Each description also includes the OMB Catalog number as referenced in the Catalog of Federal Domestic Assistance as well as the office's address and telephone number.

PROGRAMS WITHIN THE UNITED STATES Four programs for individuals and institutions are conducted primarily within the United States. The first two are authorized by the Higher Education Act of 1965, as amended, the third by the Elementary and Secondary Education Act, and the last by the Mutual Educational and Cultural Exchange (Fulbright) Act of 1961.

- The UNDERGRADUATE INTERNATIONAL STUDIES program provides grants to institutions of higher education, or consortia of such institutions, to develop international or global studies programs at the undergraduate level. Program options include: a global approach to contemporary issues or topics; a career-oriented program offering training in applied and professional fields in conjunction with internationally focused courses; and development of international dimensions in the general education curriculum. (U) 13.435
- The RESEARCH program provides grants to institutions of higher education, organizations, and individuals, to support surveys and studies to determine the need for increased or improved

instruction in modern foreign languages, area, and international studies, or to develop more effective methods or specialized materials for such training. (R) 13.436

- The CITIZEN EDUCATION FOR CULTURAL UNDERSTANDING program provides funds to agencies and organizations to support educational programs that increase U.S. students' understanding about the cultures, actions, and policies of other nations, and the relationships of these actions and policies to the United States. Such projects may provide for in-service training of education personnel, language training, compilation of existing information and resources, and dissemination. (TF) 13.581

- The FOREIGN CURRICULUM CONSULTANT program brings experts from other countries to the United States for an academic year to assist U.S. educational institutions in planning and developing their curricula in foreign language and area studies. State Departments of Education, large school systems, smaller 4-year colleges with teacher education programs, and groups of community colleges are given priority in securing the services of consultants. (I) 13.439

PROGRAMS ABROAD

Four programs are conducted primarily overseas. All of these programs are authorized by the Fulbright Act.

- The FACULTY RESEARCH ABROAD program is designed to assist higher education institutions in strengthening their international studies programs by providing awards for key faculty members to conduct research and study abroad in foreign languages and area studies. (F) 13.438

- The GROUP PROJECTS ABROAD program provides grants to U.S. educational institutions and non-profit educational organizations for training, research, advanced foreign language training, curriculum development, and instructional materials preparation and acquisition in international and intercultural studies. Participants may include college and university faculty members, experienced elementary and secondary school teachers, curriculum supervisors and administrators, and selected higher education students specializing in foreign languages and area studies. (I) 13.440

- The SEMINARS ABROAD program provides opportunities for teachers at the elementary, secondary, and college levels to participate in short-term seminars abroad on a selection of topics. (TE) 13.437

- The TEACHER EXCHANGE program provides opportunities for elementary and secondary school teachers, college instructors and assistant professors to teach outside the United States. Various arrangements are made by the U.S. Government with other countries to provide for a direct exchange of teachers. (TE) 13.437

Among its service activities, O.I.E.:

- operates an information clearinghouse about international education

- publishes information on educational systems of foreign countries

- cooperates with various international organizations concerned with education and nominates Americans for UNESCO field positions in education abroad

- plans itineraries and provides counseling for visiting foreign educators

KEY

CH - Clearinghouse
(202) 245-7804

F - Faculty Research Abroad Program
(202) 245-2794

I - International Training and Curriculum Section
(202) 245-2794

R - Research Program
(202) 245-9819

TE - Teacher Exchange Section
(202) 245-9700

TF - Citizen Education Task Force
(202) 245-2661

U - Undergraduate International Studies Program
(202) 245-9588

Addresses are completed by adding the following:

Office of International Education
U.S. Department of Education
Washington, D.C. 20202

This information has been prepared by the O.I.E. Clearinghouse which provides information about various aspects of international education including opportunities for study and teaching abroad, financial aid opportunities, employment overseas, and opportunities for foreign students in the United States. The Clearinghouse also prepares and distributes brochures, pamphlets, and other references describing O.I.E. programs and services, as well as activities in the field of international education in general. (CH)

The following is a partial list of COMMUNITY AND JUNIOR COLLEGES which have received or are currently receiving O.I.E. funding:

Bellevue Community College
Brevard Community College
Buck County Community College
Central YMCA Community College
Cuyahoga Community College
Elgin Community College
Essex Community College
Florida Junior College
Johnson Community College
Junior College District of St. Louis
Kirkwood Community College
Leeward Community College
Mesa Community College
Miami-Dade Community College
Middlesex County College
Monroe Community College
Mt. Hood Community College
North Shore Community College
Northern Virginia Community College
Pima Community College
Rockland Community College
San Jose Community College
Somerset County College
Texas Junior College

THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES: INTERNATIONAL/INTERCULTURAL CONSORTIUM

Kathleen Bates
AACJC/IIC, Washington, D.C.

The membership of the IIC is about 50 colleges; its number changes because membership is open to any AACJC institution for an annual payment of $500. For more information about the IIC, a list of its present membership and services, address your request to: AACJC/IIC, Suite 410, One Dupont Circle, N.W. Washington, D.C. 20036.

The present IIC membership is an outstanding representation of AACJC's institutions in terms of size, geographic location, and institutional-educational missions. The consortium membership represents a total of 25 states with more than a total of 500,000 students enrolled in institutions varying in student body size from 800 to 135,000. There are technical colleges as well as community colleges. Membership is open to any post-secondary education institution which offers associate degree programs, is accredited and is committed to the strengthening of the international/ intercultural dimension of education.

An executive committee of 15 college presidents directs the work of the IIC. The 1980 chairman is Dr. A. Hugh Adams of Broward Community College and the secretarial services for the IIC are provided from the AACJC office in Washington, D.C.

An important advantage of becoming a member of the IIC is that a college can then share the experiences and services of about fifty other colleges which have made a commitment to international/intercultural programs and studies. In its attempts to share resources and to increase its achievements, the IIC has been providing services such as the following:

- Newsletter: Six times annually.
- Annual one-day conference of the Consortium to be held on the day preceding or following the annual AACJC convention and at the same site.
- Annual IIC-sponsored forum and business meeting to be held as part of annual AACJC convention.
- Annual meeting of the IIC Executive Committee in October of each year with other meetings scheduled in conjunction with other conferences such as AACJC.

- Annual IIC mini-conference scheduled as part of Shipboard conference sponsored by the Consortium for International Cooperation in Higher Education (CICHE); next such conference will be from December 1720, 1981, on a sailing from Ft. Lauderdale.

- Further development of the "lead college" concept whereby a designated IIC member institution applies for a grant on behalf of our Consortium as well as for its own college. For example, in 1980, Johnson Community College received a grant from the Department of Education to establish resources for international studies training and included the IIC as a component in its proposal. Later this year, Broward Community College will submit a similar proposal on our behalf. Moreover, proposals which include the IIC are being prepared by Cuyahoga Community College for a "Group Projects Abroad" program in Africa, and by Shelby State Community College for a grant in the "Citizen Education for Cultural Understanding" program. The "lead college" approach will be broadened as appropriate and when this process is successful, all members of our Consortium will benefit to some degree. This designation of a "lead college" should not in any way inhibit other IIC-members from applying for similar grants.

- Additional services will continue as appropriate such as co-sponsoring regional meetings; arranging briefing sessions in Washington, D.C., with government, foundation and foreign embassy representatives; recommending IIC members for conferences and overseas delegations; central distribution of publications received in quantity from government and other agencies; providing representation for the Consortium at local, regional, national, and international meetings; serving as a consultant on campus and as a speaker at conferences; promoting the interchange of information among members; orienting foreign educators, students, and counselors to the values and availability of U.S. community college education, and other such services.

INTERNATIONAL/INTERCULTURAL CONSORTIUM NEWSLETTER

March 1981

On February 23, twenty-two representatives from I/IC colleges met in Washington, D.C. to share information on international/ intercultural programs and activities on their campuses. In addition a panel of representatives from the Department of Education, the International Communication Agency and the Agency for International Development addressed the meeting on what they saw as their agency's role in international education in the new administration. This edition of the Newsletter will be primarily devoted to a summary of the reports presented by the I/IC members. Because of space limitations the descriptions are by necessity abbreviated. Where there were many programs and activities reported, the selection of items presented in this Newsletter concentrates largely on recent campus activities and programs.

The Community College of Baltimore (Maryland) is a member of the College Consortium for International Studies. At present thirteen students are spending two semesters in Israel, attending institutions of higher learning there. CCB operates an intensive program of English as a Second Language (ESL) primarily for Southeast Asian and Russian Jew refugees. The program is funded by allocation from the State of Maryland.

Bergen Community College (New Jersey) sponsors a one-month summer study abroad program at the University of Madrid. Following a survey which identified 450 firms in Bergen County that conduct international business, BCC established a round table of presidents of business firms to discuss training needs with regard to their international activities. Presently language instruction in Spanish and Chinese for the firms' employees has been developed. BCC is a member of the New Jersey Consortium on International Education, and has a sister college relationship with two institutions in Taiwan.

At Brevard Community College (Florida) all aspects of international education are organized in one college-wide division. A new major in international/intercultural studies has been developed. For the third year in a row Brevard has had on its campus a Fulbright-Hayes foreign curriculum consultant. By April, a first annual report on leading developments and accomplishments in internationalizing the undergraduate curriculum at Brevard and other colleges will be available at the AACJC Annual Convention. Brevard is a member of the Florida Collegiate Consortium for International/Intercultural Education (FCCIIE) and of the Community Colleges Cooperative for International Development (CCCID).

At Broward Community College (Florida) a division of International Education coordinates all aspects of international/intercultural education. Beginning 1980, students seeking the Associate of Arts degree must earn at least six hours of credit in courses that contain a major international/intercultural content and emphasis. The office of the International Student Coordinator provides services to the over 300 foreign students. A BCC campus has been established in Seville, Spain to offer a Semester-in-Spain program of study. Several summer study tours to a variety of foreign locations are also offered.

Bunker Hill Community College (Massachusetts) as a member of CCCID, has been involved in a bilateral exchange agreement with the ministry of Education in Taiwan to effect faculty/ administrator exchanges, provide technical training for students from developing nations and offer opportunities in faculty development such as the Trans-Atlantic Institute, which offers summer academic professional experiences for faculty and administrators. BHCC is also a member of the New England-China Consortium which is engaged in arranging student and faculty exchanges, business exchanges and cultural relations with the People's Republic of China.

Cape Cod Community College (Massachusetts) is also a member of the New England-China Consortium for Educational Exchange. Some of the study abroad programs in which its students participate include a three week program on the antiquities of Ireland; a January intersession for secretaries in London; a two week seminar for nurses in London; and programs sponsored by the College Consortium for International Studies. CCCC will serve as one of six centers in the U.S. for an East African Studies Program.

Compton Community College (California) sponsors a summer study program in Cuernavaca, Mexico. Students live in middle-class Mexican homes during their stay and undertake their studies at Cemanahuac, a Mexican institute of higher learning. Exchange programs are being explored with the governments of Sierra Leone, the Sudan, Barbados and the Republic of China.

Daytona Beach Community College (Florida) has hired as a consultant on internationalizing curriculum a former assistant secretary to the United Nations. They hold contracts with Mexican technological institutes to conduct professional development workshops for the institutions' administrators and faculty.

Dutchess Community College (New York) will sponsor a Human Services Seminar in May/June 1981 in Denmark and Sweden for students studying Criminal Justice and Child Care. Faculty exchanges with the Taiwan Institute of Culture and Art and the Taipei Institute of Technology are underway. Three Taiwanese faculty members are participating in campus programs. Under the Nigerian Manpower Project, Nigerian students have been placed at DCC.

Gateway Technical Institute (Wisconsin) has implemented a multi-level training program for the ministry of Government Construction and Maintenance, Trinidad and Tobago. Gateway is also involved in establishing an Aerospace Vocational Training Institute for the United Arab Emirates.

Middle Georgia College currently enrolls 59 foreign students from 20 countries. Following visits by three Taiwanese college presidents to the MGC campus and a tour by the president to institutions in Taiwan, plans are underway to establish a sister college relationship and possible faculty exchange programs with Taiwan.

The international curriculum of Johnson Community College (Kansas) are wide-ranging and include self-paced, individualized courses in Chinese and Japanese and cross-cultural perspectives on selected social problems. Staff development includes lectures by guest speakers, discussions and films for two days at the beginning of each semester. Project MUSTT (Mexican--U.S. Technology Transfer) will bring seven Mexican students to the JCCC campus in fall, 1981. As members of the International Student Exchange Program (ISEP) sponsored by Georgetown University, JCCC students study overseas at selected universities for the same tuition they pay at JCCC.

Miami-Dade Community College (Florida) has designed what is considered a model vocational training program for Haitain immigrants. The Bilingual-Bicultural Teacher Training Option Program offers an Associate Degree in Education and is funded under Title VII of the Elementary and Secondary Education Act. Summer Study Abroad includes programs this year in France at Aix-en-Provence and Avignon, in Madrid, Spain and in the Republic of China. Miami-Dade continues to have one of the largest enrollments of foreign students of any campus in the U.S.

Milwaukee Area Technical College (Wisconsin) offers technical assistance to Lybia and has hosted vistors from Taiwan, Ghana, and Botswana.

Nicolet College and Technical Institute (Wisconsin) has participated through the Fulbright program in faculty exchanges with institutions in Great Britain and directly with Grant MacEwen Community College in Canada. The college holds membership in the Post-secondary International Network (PIN), an association of mid and western U.S. and Canadian two year colleges to promote faculty--staff--student exchanges, technical assistance and other cooperative activities. American Indian Culture is a major focus of the intercultural programs at Nicolet.

Orange Coast College (California) is planning on developing international study centers for semester abroad experiences. Over 35 field studies in as many geographic locations overseas are offered. A certificate in International Marketing is offered and a major in International Relations is under development.

Seattle Community College District (Washington) is also associated with PIN, referred to under Nicolet College, and a member of the Pacific Northwest International/Intercultural Education Consortium (PNIEC), a consortium of 21 two-and four-year institutions. In the various Seattle district community colleges faculty exchange programs with Taiwan, citizen education in the global perspective courses, and participation in a conference of the Washington Council for International Trade are a few of the activities conducted in 1980-81.

Shelby State Community College (Tennessee) is sharing a Fulbright-sponsored faculty member from Brazil and Memphis State University this year. Students from SSCC will be studying the Mexican Criminal Justice System in a program coordinated through the Pan American University in Texas.

Valencia Community College (Florida) is operating its international/intercultural programs under a five year plan established in 1977. The full-time Coordinator of International Education holds faculty level status. Nearly 300 foreign students are enrolled at the Valencia campuses. A very well developed student activities group involves foreign students as educational resources in the classroom and community and an active host family program provides intercultural interaction with the community. A sister college relationship has been established with three community colleges in western Canada and summer study abroad programs are offered in Europe, and semester programs in Canada and Spain. Voyages is a newsletter published each semester to keep faculty, staff and others abreast of events and opportunities.

STUDIES ABROAD: SOURCES AND RESOURCES

Compiled by the AACJC Office
of International Services

Three Basic Sources

Council on International Educational Exchanges (CIEE) at 777 United Nationals Plaza, New York, New York, 10017 (phone 212-661-0310). The Council is a private, non-profit organization that assists in planning and operating education exchange programs sponsored by more than 200 member U.S. colleges, universities, secondary schools, and educational and religious groups. It does so by arranging transportation and orientation, completing travel and program arrangements, and providing information and advice on international student travel. CIEE also serves as a clearinghouse for information on worldwide opportunities for study, travel, and work for students and teachers and assists students in finding unskilled jobs abroad.

CIEE also issues the International Student Identity Card for university and college students and the International Scholar Identity Card for high school students. These cards entitle the holder to student reductions at museums, theaters, concert halls, shops, etc. CIEE assists students in obtaining the Student Railpass for European travel.

Institute of International Education (IIE) at 809 United Nationals Plaza, New York, New York, 10017 (phone 212-883-8200). The Institute is a private, non-profit organization, which administers: (1) the Mutual Educational and Cultural Exchange (Fulbright-Hays) Grants for graduate students, and (2) Grants offered by foreign governments, universities, and private donors.

IIE also provides information and reference services on study abroad opportunities, undergraduate and graduate programs overseas, and financial assistance and teaching opportunities abroad. Similar services are provided for citizens of other countries who wish to study in the U.S.

National Association for Foreign Student Affairs (NAFSA) at 1860 19th Street, N.W., Washington, D.C., 20009 (phone 202-462-4811). The Association was founded to promote the professional development of individuals working in the field of international education. Today, with more than 3,500 members across the country, NAFSA represents over 1,500 academic institutions, educational associations, local citizens groups active in foreign student affairs, and courtesy associates from embassies and legations in Washington. NAFSA's budget, now approaching $1 million, supports a central office staff of 25 members.

THE COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

Maxwell C. King, Chairman of Board of Directors
Robert L. Breuder, Executive Director

History and Mission

Interested in developing viable international linkages throughout the global community, six community colleges formed the Community Colleges for International Development, Inc.(The Cooperative as it is commonly known) in October, 1976. In August, 1979, the membership increased to nine and now includes: Brevard Community College, Bunker Hill Community College, Florence-Darlington Technical College, Delaware Technical and Community College, Florida Junior College at Jacksonville, Kirkwood Community College, Pasadena City College, Seattle Community College District, and Waukesha County Technical Institute. Enrolling more than two hundred thousand students in both credit and non-credit programs, The Cooperative has as its mission:... to identify, develop, and expand mutually beneficial international relationships which contribute to the improvement of college programs, services, and staff.

Specifically, the aims of The Cooperative are to:

> provide for the internationalization of the curriculum;
>
> provide for the professional/personal enrichment of faculty, staff, and students;
>
> help promote world understanding and cooperation through educational linkages;
>
> share human resources and educational expertise with other countries having similar educational interests and concerns;
>
> and,
>
> provide mid-level manpower training and technical assistance in vocational and technical education to developing nations worldwide.

International Involvements

Since its establishment, The Cooperative colleges have been involved in a wide variety of activities designed to promote education internationally. Vehicles by which international cooperation through education has been successfully effected include the following:

- Bilaterial Education Agreements

  The Cooperative has consummated two major agreements to date: One with the Republic of Suriname (1979) and the other with the Republic of China (1980).

The Suriname Agreement is aimed at providing teacher training for 133 Surinamese teachers in the United States over a three-year period. Discipline fields receiving primary attention include: Agriculture, Automotive Engineering, Building Construction, Civil Engineering, Electrical Engineering, Electronic Engineering, and Mechanical Engineering.

The Republic of China Agreement contains ten articles, each designed to improve the quality of technical education offered in Taiwan professional colleges and provide for the integration of Chinese culture into U.S. community colleges. Objectives are achieved through: The exchange of presidents, in-service training programs conducted for Chinese in the United States and in the Republic of China, the delivery of books and related educational materials to Republic of China professional colleges, and through other activities.

Specific examples of bilateral agreements which were negotiated by The Cooperative with the Republic of China and with Suriname follow.

BILATERAL EDUCATION AGREEMENT
between
MINISTRY OF EDUCATION AND COMMUNITY DEVELOPMENT OF THE REPUBLIC OF SURINAME
and
THE COMMUNITY COLLEGE COOPERATIVE FOR INTERNATIONAL DEVELOPMENT

This agreement is the consequence of the Organization of American States conference on "Mid-level Manpower Training in Post-secondary Education," conducted at Brevard Community College, Cocoa, Florida (U.S.A.), September 23-29, 1979, and the subsequent visit of Dr. Robert Breuder, Executive Director of the Cooperative, to Suriname, December 26, 1979. It is the intent of this agreement to provide Suriname with an additonal delivery system for teacher training in vocational and technical education at the junior secondary level (LBO and LBGO) and the mid-level (MBO-NATIN).

This initial agreement consists of four phases:

I. Program Planning;

II. Program Development and Procurement of Short-Term Financing;

III. Program Execution; and,

IV. Procurement of Long-Term Financing.

Phase I: Program Planning

This phase is currently in progress. This bilateral agreement was drafted by Mr. Roy G. Adama, General Inspector of Vocational and Technical Education, Ministry of Education and Community Development, Suriname and Dr. Robert Breuder, Executive Director of The Community College Cooperative for International Development (CCCFID), on December 5 and reflects the existing teacher training needs in vocational/ technical education in Suriname.

This agreement will be reviewed during the period December 6-14, 1979, by the Board of Directors of the CCFID and the Ministry of Education and Community Development, who is to appoint a body in charge of the implementation of the agreement on its behalf.

The agreement will be formalized by letter on or before January 15, 1980. Subsequent steps will be taken to ensure a proper interface with Phase II.

Phase II: Program Development and Procurement of Short-Term Financing

During this phase, five (5) major objectives will be pursued; they are:

1a. ...to provide training for 23 graduates of NATIN, in the following discipline fields: Mechanical Engineering (4), Automotive Engineering (3), Building Construction (4), Civil Engineering (3), Electrical Engineering (3), Electronic Engineering (3), and Agriculture (3), for two years in the U.S., beginning August, 1980. (Upon their return, they will be able to teach in the mid-level schools.)

1b. ...to provide teacher training for 23 graduates of NATIN, beginning August, 1982 (for one year).

2a. ...to provide training for 36 industrial people with junior secondary level education, in the following discipline fields: Mechanical Engineering (12), Automotive (6), Building Construction (12), and Electrical Engineering (6), for six months in the U.S. (1 Nov. - 31 March). (Upon their return, they will be able to teach at the junior secondary level.)

2n. ...to provide teacher training for 36 industrial people with junior secondary level education, for one month in the U.S. (1 April - 30 April). (Upon their return, they will be able to teach at the junior secondary level.)

3a. ...to provide training for 36 teachers employed in the junior technical colleges, in the following discipline fields: Mechanical Engineering (12), Automotive (6), Building Construction (12), and Electrical Engineering (6), for six weeks (1 August - 12 September) in the U.S. (This program is intended to improve the teachers' skills in curriculum development, instructional design and methods, and contribute to their discipline expertise.)

3b. ...to provide teacher training for 36 teachers employed in junior technical colleges, for three weeks (13 September - 30 September) in the U.S. (This program is intended to improve the teachers' skills in curriculum development, instructional design and methods, and contribute to their discipline expertise.)

4. ...to provide training for 12 graduates of the teacher training college (OLNO) in the following discipline areas: Mechanical Engineering (3), Electrical Engineering (3), Automotive (3), and Building Construction (3), for a period of six months, 1 Nov. - 30 April. (Upon their return, they will be able to teach certain subjects in the mid-level schools.)

5. ...to provide management skills training for 24 managers of technical institutes for 8 weeks (6 August - 28 September) in the U.S. (The goal is to make these people more effective and efficient managers.)

The five program thrusts will be developed by The Cooperative predicated upon the expressed needs of the Ministry of Education and Community Development.

Further, during January, 1980, a budget necessary to implement the five (5) stated objectives will be formulated and appropriate funding secured by March 1.

Phase III: Program Execution

Each of the five (5) stated objectives will be implemented in 1980. The identification, selection, and recruitment of persons who will take part in the program must be effected immediately to ensure an orderly implementation of the program. It is envisioned that during the first year, a minimum of 131 persons will either begin and/or complete their training in the U.S.

During Phase III plans will be developed through which Suriname will increasingly provide this training at home, with gradually diminishing assistance from The Cooperative.

Phase IV: Procurement of Long-Term Financing

Throughout the first year, the Ministry of Education and Community Development, in concert with The Cooperative, will develop and present grant requests to those international agencies interested in the objectives underlying this teacher-training program. Such agenices include: the Organization of American States, the U.S. Agency for International Development, the Alcoa Foundation, SURALCO, the Tinker Foundation, and the Inter-American Development Bank.

This funding is considered essential for the long-term continuation of the program. It is important to note that for this funding to materialize, initial financial support must come from a source(s) within Suriname. This will reflect the commitment of the country toward this worthwhile project.

SURINAME PROJECT

Description of the educational training and work experiences of the participants in the program.

1. To provide training for 23 graduates of NATIN: NATIN stands for Institute for Technical Education and Natural Resources. A graduate will be between 18-20 years old. He will have completed three levels of schooling.

a. Elementary school for six years

b. Either three years of technical junior high school or four years of general high school

c. Either four years of NATIN (if he came from technical junior high school) or three years (if he came from the general high school)

A graduate of NATIN is likely to have been employed in industry as a technician or at the foreman level. These twenty-three graduates will be coming directly from having been graduated from NATIN. As a result of their three years training, this particular group would be expected to become teachers in NATIN, in particular subject areas.

2. To provide training for 36 industrial people with junior secondary level education: A member of this group will be about 23-24 years old whose formal education ended with graduation from the technical junior high school and was followed by about five years employment in industry as a skilled worker. As a result of his training in the United States, it is expected that he will become and instructor in the technical junior high school.

3. To provide training for 36 teachers employed in technical junior high schools. The teachers in this particular group will be about 25-30 years old and be employed in a junior technical high school. They are graduates of the same level school and often worked in industry for about five years before being hired to teach in the junior technical high school.

As a result of his training in the United States, it is expected that he will increase the quality of the subject matter knowledge and his instructional ability. Members of this group in contrast to those in No. 2, already have had teaching experience.

4. To provide training for 12 graduates of the teacher-training college (OLNO) in their discipline area: A graduate in this group will be between 25-40 years old. He will have completed NATIN and taken two additional years in his subject matter discipline plus some teacher training courses or he will have completed general high school and taken five years at the teacher training college in specific discipline areas plus teacher training. As a result of his training in the United States, he will be expected to teach in NATIN.

5. To provide management skills training for 24 managers of technical junior high schools: A manager of a technical junior high school will be about 30-45 years old. He will have an equivalent of a B.S. degree or a B.A. in education. His teaching experience will have been mainly in the technical junior high school; he will be strong in subject matter mastery and teaching techniques, but will be relatively untrained in managerial systems and administration. As a result of his training in the United States, it is expected that his abilities as manager of his school will be stimulated and strengthened.

A BILATERAL EDUCATION AGREEMENT
between
THE REPUBLIC OF CHINA
MINISTRY OF EDUCATION
and
THE COMMUNITY COLLEGE COOPERATIVE FOR INTERNATIONAL DEVELOPMENT

In a continuing effort to advance the quality of life of the Chinese and American people through educational cooperation, representatives from the Ministry of Education, Republic of China (ROC) and The Community College Cooperative for International Development (The Cooperative) met on January 24, 1980, in Taipei, to draft the first education agreement between ROC professional colleges and U.S. community colleges. The articles of that agreement are:

Article 1. In August, 1980, the ROC will send twenty (20) industrial/vocational senior high school teachers to U.S. community colleges for professional training for four (4) to six (6) months.

Article 2. During the summer, 1980, four (4) to six (6) specialists in community college education will visit the ROC for six (6) to eight (8) weeks to conduct a series of workshops related to vocational/technical education and instructional delivery systems.

Article 3. During the summer, 1980, four (4) to six (6) specialists in community college education will visit the ROC for six (6) to eight (8) weeks to conduct a series of workshops on: (a) the mediated instruction, (b) mass communication, (c) reading techniques, (d) English as a second language, and (e) English language training.

Article 4. Beginning August, 1980, the ROC will send forty (40) professional college teachers to U.S. community colleges for professional training for four (4) to six (6) months.

Article 5. In March, 1980, the ROC will send a delegation of twelve (12) to sixteen (16) professional college presidents to visit U.S. community colleges and attend the annual convention of the American Association of Community and Junior Colleges in San Francisco, March 30 - April 4.

Article 6. During 1980 the ROC will host, for seven (7) to nine (9) days, fifteen (15) to twenty (20) U.S. community college presidents.

Article 7. During the fall 1980, the ROC and The Cooperative will co-sponsor an international conference on mid-level manpower training in postsecondary education in the United States.

Article 8. Beginning in August 1980, ROC professional colleges and Cooperative colleges agree to exchange faculty, administrators, and staff.

Article 9. Effective immediately, ROC professional colleges and Cooperative colleges will exchange educational materials; to include: books, curriculum materials, media software, and institutional publications.

Article 10. Effective immediately, The Cooperative will assist ROC professional colleges in the creation of the Chinese Association of Professional Colleges.

PROCEDURAL INFORMATION

Related To

BILATERAL EDUCATION AGREEMENT

Between

THE REPUBLIC OF CHINA
MINISTRY OF EDUCATION

And

THE COMMUNITY COLLEGE COOPERATIVE
FOR INTERNATIONAL DEVELOPMENT

To insure the effective and efficient implementation of the BILATERAL EDUCATION AGREEMENT, the following have been agreed upon by Dr. Chuan-Tao Yu, Director, Department Technical and Vocational Education, on behalf of the ROC Ministry of Education, and Dr. Maxwell C. King, Chairman of the Executive Board of the Cooperative:

Article 1. The ROC will:

a. Pay international transportation costs, room and board.

b. Identify discipline fields of faculty by April 1, 1980.

c. Provide faculty with "pocket money" (estimate $35 U.S. per week).

The Cooperative will:

a. Arrange and pay local transportation costs.

b. Arrange training program, to include: Working with U.S. faculty, taking classes, and interfacing with local industry.

c. Arrange housing with local families.

d. Provide twenty (20) tuition waivers.

Article 2. The ROC will:

a. Pay international travel, room and board.

b. Provide faculty with "pocket money" (estimate $35 U.S. per week).

c. Identify interest areas by April 1, 1980.

d. Arrange and pay local transportation costs.

The Cooperative will:

a. Pay faculty members' salaries.

Article 3. The ROC will:

a. Pay international travel, room and board.

b. Provide faculty with "pocket money" (estimate $35 U.S. per week).

c. Identify interest areas by April 1, 1980.

d. Arrange and pay local transportation costs.

The Cooperative will:

a. Pay faculty members' salaries.

Article 4. The ROC will:

a. Pay international travel, room and board.

b. Provide Chinese faculty with "pocket money" (estimate $35 U.S. per week).

c. Identify interest areas by April 1, 1980.

The Cooperative will:

a. Provide forty (40) tuition waivers.

b. Arrange housing with American families.

c. Arrange and pay for local transportation costs.

d. Arrange educational program, to include: Taking classes, completing internship in local industry, and working with U.S. faculty.

Article 5. The ROC will:

a. Pay international travel, room and board.

b. Notify The Cooperative by February 5, of internatioanl travel itinerary.

The Cooperative will:

a. Set up U.S. travel itinerary and purchase tickets on behalf of ROC.

b. Arrange local transportation.

c. Arrange for free registration to AACJC convention.

Article 6. The ROC will:

a. Pay international travel, room and board.

Article 7. The ROC will:

a. Contact potential funding agencies in the ROC; e.g., Pacific Cultural Foundation, Asia Foundation.

The Cooperative will:

a. Contact potential funding agencies in the U.S., e.g., Asia Foundation, Asia Society, Henry Luce Foundation, USOE.

Article 8. The ROC will:

a. Pay travel, room and board for American and Chinese faculty.

b. Arrange for and pay in-country (Taiwan) transportation costs.

c. Pay salary of Chinese faculty in U.S.

d. Provide U.S. faculty with pocket money (estimate $35 U.S. per week).

The Cooperative will:

a. Supplement the salary of the Chinese faculty in the U.S.

b. Pay salary of U.S. faculty while in Taiwan.

c. Arrange for and pay in-country (U.S.) transportation costs.

Article 9. The ROC will:

a. Pay for the transportation of educational materials from the U.S.

TAIWAN GROUP PROJECT ABROAD PROGRAM
SPONSORED BY THE U.S. DEPARTMENT OF EDUCATION

Conducted by Florida Junior College at Jacksonville
on behalf of
The Community Colleges for International Development

Project Director: Roland Terrell

PROGRAM NARRATIVE Florida Junior College at Jacksonville, on behalf of The Community College Cooperative for International Development, is applying for federal assistance under the Fulbright-Hays Training Grants--Group Projects Abroad Program (Catalogue No. 13.440) to conduct a six-week field seminar for community college faculty, one administrator and one cultural and language advisor to Taiwan. The seminar is proposed to take place during July and August, 1979. The seminar will be co-sponsored by the six institutional members of The Cooperative with Florida Junior College serving as the lead institution and writer of the proposal. The six colleges are: Brevard Community College, Cocoa, Florida; Bunker Hill Community Coolege, Charlestown, Massachusetts; Delaware Technical and Community College, Dover, Delaware; Florence-Darlington Community College, Florence, South Carolina; Florida Junior College at Jacksonville, Jacksonville, Florida; and Navarro College, Corsicana, Texas.

I. Need for Assistance Even though there is a new cultural emphasis in the world with the emergence of the "Third World" countries, the development of OPEC, and the growing industrialism of East Asia, American education continues to focus primarily on the arts, ideas and scientific achievements of the peoples of the Western Hemisphere. The need for Americans, particularly for faculty and staff in U.S. higher education, to become more knowledgeable of cultures outside the Western Hemisphere has never been greater than now.

Community and junior colleges traditionally have not taught non-Western subjects. Therefore, there is a significant need to incorporate studies of non-Western cultures into the course curricula in order to expose students to cultures other than their own.

Traditionally, the major function of schools has been to pass along from teacher to student the accumulated knowledge of a particular shared culture. When conditions are changing rapidly, it is not likely that traditional kinds of schooling will continue to be appropriate. In this kind of world, students will obviously need to know more about new kinds of content, but they will also need to develop the capacity to learn from the world.

An educational institution has a responsibility to offer a curriculum that provides an international/intercultural dimension to the educational experiences of its students. An internationalized curriculum is an ultimate goal toward which all efforts in international education programs contribute. To this end, the preparation of faculty must include educational experiences that will enable them to inject an international dimension into current program and course levels.

The opportunity to study, travel and live in a totally different geographical and cultural environment provides an excellent means to achieve this goal.

American education, particularly higher education, has made a major commitment in recent years to international education. Through curriculum development and revision, exchange of faculty and students, and the development of language and area study programs, institutes are seeking to end the parochialism which has too often characterized American education.

U.S. Education Commissioner Ernest L. Boyer, speaking at the annual meeting of the American Association of Community and Junior Colleges, in April, 1978, said "I'm convinced our two-year colleges can lead the way in rebuilding our commitment to international education. There has been a shocking attitude in higher education that it was somehow 'illegitimate' for our two-year institutions to concern themselves with international education. I reject absolutely such disturbing nonsense. Indeed, I'm convinced that the two-year colleges not only have a right to establish international linkages--they should lead the way."

To strengthen faculty's capacities and to add an international dimension to teaching, junior colleges should encourage staff to participate in exchange programs and group study abroad programs. No student, and particularly the student engaged in a terminal program whose formal education is not likely to be resumed, should leave the junior college without some appreciation and understanding of the world of which we are now so interdependent a part. Also, nearly half of the students from other countries pursuing college degrees in the United States are doing so in community and junior colleges. Faculty, by necessity, must have increasingly greater insight into other cultures.

More than half of the world's people live in Asia. This fact alone justifies the importance of Asian Studies in today's American college curriculum. For the purposes of this proposal, the Asian country of Taiwan has been selected to expose faculty to firsthand knowledge and experience in Asian Studies and to incorporate the materials developed into a comprehensive curriculum.

Taiwan is clearly a country that Americans should know about and understand. It has a rich cultural heritage as a result of both Chinese and Japanese influence. But more importantly, Taiwan is a growing economic power that is helping to shape the world future generations of American's will live in. Of the many possible ways to improve American knowledge and understanding of China, one basic way is to teach more about the Chinese culture in our schools. The primary role of teaching about other cultures should be to introduce new ideas, stimulate interest, correct stereotyped images, enhance understanding and build empathy for other cultures.

The proposed Group Project Abroad to Taiwan will place special emphasis on the collection and assimilation of teaching materials and the preparation of teaching units. The cultural encounter that this project will provide is not just intended to integrate academic content into course curricula but cultural content as well.

The Community College Cooperative for International Development, therefore, proposes a Group Project Abroad to Taiwan in conjunction with the Ministry of Education, Republic of China. Specifically, this project would involve sending twelve (12) professors, one (1) Cooperative administrator as project coordinator (see Attachment T for Dr. Roland Terrell, Director, International Education, Florida Junior College at Jacksonville, Florida), and one (1) cultural and language advisor, who is also a media specialist (see Attachment R for Dr. Clement Chang, Professor, Curriculum and Instruction and audiovisual specialist, North Hennepin Community College, Minneapolis, Minnesota), to Taiwan for six (6) weeks beginning the second week in July, 1979. One (1) evaluator and Asian Studies expert from the American Association of Community and Junior Colleges (see Attachment S for Dr. Seymour Fersh, Director, International Studies, AACJC, and Professor of Asian Studies) will serve as a pre- and post-seminar consultant in the area of curriculum development and Asian Studies and will assist in the final evaluation of the project.

In 1979, The Cooperative colleges will host the Organization of American States (OAS) in a conference designed to provide insight into the role that community colleges can provide in meeting the cultural needs of people. The Cooperative is committed to developing international education programs in all of its member colleges.

**Portions of the above section benefited from the writings of Dr. Seymour Fersh, Director, International Studies, American Association of Community and Junior Colleges and Professor of Asian Studies, who is also a consultant to this project.

III. Objectives

a. General Objectives and Need

This Group Project Abroad to Taiwan is intended to accomplish the following objectives:

1. Strengthen international studies courses within the curricula of community colleges comprising The Cooperative.

2. Provide community college faculty and administrators with an up-to-date, first-hand view of Chinese culture and institutions.

3. Prepare curriculum materials on Taiwan for college and classroom use.

This project will provide carefully selected faculty members with a comprehensive, on-site study of Chinese culture as well as assist them in the development of materials which will be incorporated into the curricula of the member institutions and shared with other community colleges in post-seminar workshops. The organization and functioning of this project has been conceived so as to maximize carry-over and post-seminar benefits. The format for the development, organization and implementation of this project will be shared with other community and junior colleges through workshops, conferences and inquiries.

To this end, a media specialist, Dr. Clement Chang, a naturalized American citizen who was born in Taiwan and who is also serving as the project's cultural and language advisor, will work with the participants to produce a multi-faceted media program which will be made available to the participants for use in the classroom, their colleagues, requesting community and junior colleges and to civic organizations.

b. Specific Objectives

While the general purpose of this project is to expand American knowledge and appreciation of Chinese culture, to apply this knowledge in the community college classroom setting, and thus to broaden the educational objectives of community college students and the teaching skills of community college faculty, the specific objectives include exposing the participants to the following aspects of contemporary Chinese culture:

1. To increase participants' knowledge with regard to Chinese culture and how it compares to that of the United States by developing curriculum materials that relate to:

   a. Social attitudes and values

   b. Chinese view of their family life

   c. Effects of economic growth on social values and family life

   d. Chinese art and philosophy

   e. Religion

   f. History

   g. Music

   h. Literature

   i. Medical care practices

   j. Economic and industrial aspects of Taiwan's Ten Major Construction Projects; the Projects' impact on Chinese culture and values; and its international implications

   k. Educational organization and curriculum practices

   l. Specific developments in agriculture and trade since World War II

2. To increase the number of courses at each Cooperative college which deal with international studies

3. To increase the amount of information relating to international topics which is included in existing courses at Cooperative colleges

4. To improve the attitudes of students and faculty toward international studies and, in particular, Chinese culture, through the integration of Asian Studies into the course curricula.

IV. Approach

a. Selection Criteria for Faculty:

Two participants will be selected from each of the six community colleges in The Cooperative. The main discipline areas from which faculty will be selected are humanities, social sciences, allied health and vocational education. A total of 14 participants will be chosen and each college will recommend one alternate. Announcement of the open competition for the seminar will be made through The Cooperative representatives at each community college.

All selected participants will meet the following requirements:

1. An appropriate degree for the subject taught, and from those states or colleges which require it, an appropriate community college teaching certificate

2. At least three years of college teaching experience

3. Teaching of subject matter which lends itself to the incorporation of pertinent Chinese materials

4. A commitment, upon returning, to incorporate the Chinese experiences into the college's curricula and to share it with colleagues

Candidates will be recommended by each college on the basis of the completion of a special application form (see Attachment X), an essay and a local interview. Each Cooperative college will select two participants and one alternate and submit names and applications to Florida Junior College for coordination. Those selected will be required to demonstrate in their application a commitment to the use of their Chinese experience for the benefit of their professional development and the broadening of the community college's international studies curriculum.

b. Organization of Seminar:

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TAIWAN: GROUP PROJECT ABROAD FINAL REPORT

Submitted by Florida Junior College at Jacksonville
for
The Community Colleges for International Development, Inc.

The Taiwan project was structured to complete its goals within the four phases of the project. The project time frame spans June 1, 1979, the date of the grant, to February 16, 1980, the date of the Final Curriculum Workshop. Throughout this entire period, the central theme running through the project has focused on curriculum development. The four phases into which this project was divided are:

Phase I: Preparation and Orientation

This phase entailed months of planning and negotiating arrangements for the six-week trip to Taiwan. Each of the 12 participants developing projects was encouraged to discuss the curriculum needs of his or her college with appropriate department heads. A "curriculum development project" form was provided for each participant; see Appendix A.

Phase II: Taiwan Trip

On July 10, 1979, the 14 participants departed from Washington, D.C., aboard a Northwest airliner for Taiwan. They spent the next six weeks traveling throughout the country, attending lectures, touring colleges and viewing cultural exhibits. During the stay, participants began developing their curriculum projects which will be incorporated into their classrooms. The trip ended on August 17, 1979, when the group returned to the United States.

Phase III: Curriculum Development/Preliminary Assessments

One month after their return from Taiwan, the 14 members of the Group Project Abroad met at Brevard Community College to discuss their involvement within their colleges as a direct result of the Taiwan trip. Of the 14 participants, 12 are developing curriculum projects.

Phase IV: Curriculum Development/Final Assessment

The culmination of this final project phase will occur in February, 1980. All projects are to be submitted to the office of the Project Administrator by February 1, 1980. Between that date and the date of the scheduled Curriculum Workshop, February 15-16, 1980, the Curriculum Consultant will review the projects. At the workshop, participants will discuss their own projects and comment on the projects of others. All curriculum projects developed will be made available to all member colleges of the Community Colleges for International Development.

APPENDIX D

GROUP PROJECT ABROAD IN TAIWAN

July 7 - August 17, 1979

PROJECT EVAULATION

Your response and evaluation of the Group Project Abroad in Taiwan will be most appreciated. It will be extremely helpful to us in preparing proposals for future projects of this type.

Please review the evaluation categories listed below. Using the numerical code listed here, select the response which characterizes your feelings about the particular category and enter it at the left of the statement in the space provided. In some cases, you may wish to clarify your response. We have provided "A" or "B" choices after some of the statements. Simply circle whichever response you think applies. At the end of each category, a space has been left for your additional comments. Please use this space to elaborate on any of your "Disagree" or "Strongly Disagree" responses.

CODE

1 - Strongly Agree
2 - Agree
3 - Undecided
4 - Disagree
5 - Strongly Disagree

1.0 WASHINGTON, D.C., ORIENTATION

_____ 1.1 The Orientation was beneficial in assisting me to prepare for this project.

_____ 1.2 The Curriculum Consultant exhibited an in-depth knowledge of the subject.

_____ 1.3 The Curriculum Consultant's style of delivery and mannerisms reinforced the presentation.

_____ 1.4 The length of the Orientation was adequate. Longer or shorter?

_____ 1.5 I liked having the Orientation immediately before leaving for Taiwan.

COMMENTS:

2.0 PROFESSIONAL/PERSONAL DEVELOPMENT

_____ 2.1 My effectiveness as an educator has been increased as a result of this project.

_____ 2.2 This project allowed me to attain the professional goals that I set for myself.

_____ 2.3 The project increased my understanding of international issues and cultures.

_____ 2.4 Knowledge of my field has been increased as a result of this experience.

_____ 2.5 The material encountered during the project will have a direct influence upon my daily work as an educator.

_____ 2.6 The lectures in Taiwan contributed to my professional development.

_____ 2.7 The visits to colleges in Taiwan significantly contributed to the project.

_____ 2.8 The tours in Taiwan significantly contributed to the project.

_____ 2.9 Language instruction offered during the project was adequate.

COMMENTS:

3.0 TRAVEL

_____ 3.1 Travel arrangements for the trip were adequate.

_____ 3.2 Transportation in Taiwan was adequate.

_____ 3.3 The guides were informative and courteous.

COMMENTS:

4.0 PER DIEM

_____ 4.1 Maintenance allowance (per diem) was adequate in Taipei.

_____ 4.2 Maintenance allowance (per diem) was adequate in cities outside of Taipei.

COMMENTS:

5.0 HOTELS

_____ 5.1 The YMCA Hotel in Taipei was adequate.

_____ 5.2 The Grand Hotel in Taipei was adequate.

_____ 5.3 Hotels outside of Taipei were adequate.

COMMENTS:

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6.0 ITINERARY

_____ 6.1 The lectures were relevant.

_____ 6.2 The length of the lectures was adequate. Longer or Shorter?

_____ 6.3 The number of scheduled lectures was adequate. More or Less?

_____ 6.4 There was adequate free time. More or Less?

_____ 6.5 The length of the trip was adequate to accomplish the objectives.

The ideal length of time for a Group Project Abroad is __________ weeks.

_____ 6.6 The free time alloted to work on individual projects was adequate.

_____ 6.7 Lecturers and guides presented no significant language barrier.

COMMENTS:

ADDITONAL RECOMMENDATIONS:

Please return this Evaluation to:

Dr. Roland Terrell, Director
International Education
Florida Junior College at
Jacksonville
625 Julia Street
Jacksonville, Florida 32202

FINAL REPORT FROM CURRICULUM CONSULTANT ON GROUP PROJECT ABROAD: TAIWAN

Seymour Fersh

I welcome this obligation and opportunity to report because it will provide an appropriate way for me to share many assessments, evaluations, observations, reflections, and recommendations. While all of these will be based primarily on the specific Taiwan project, they provide also an occasion to perceive that project within a larger framework of purposes. This approach is in harmony with the project itself--one designed to learn not only about Taiwan but from it also.

The start of this report itself can be an example of how learning can be shared. The following quotation comes from one of the participant's reports thus showing how that particular "finding" can be used by others--in this instance to set the spirit in which we should consider the Taiwan Project. The quotation is from an address in 1978 by C. K. Yen, former president of the Republic of China: "Any talk of ideal, dream or principle is instantly rejected, by those who value only immediate ends, as impractical, as providing no help at all in resolving realistic problems. In fact, an ideal is never an illusive castle in the air, but a noble target. An ideal makes people look forward, helps to stimulate their will to go on, and points to where their efforts should be directed. Only when an ideal is maintained as a comparative standard of measurement can men discover what is missing or lost in the world of reality, feel discontented with the status quo, exert themselves to reform and pursue a better tomorrow."

What then were the ideals of the Group Project in Taiwan and to what degree were they achieved? Also, is it not likely that the ideals themselves need modification based on the experience and application of the study trip? To recall some of the ideals, let us here include a few excerpts from the grant proposal:

> ...there is a significant need to incorporate studies of non-Western cultures into the course curricula in order to expose students to cultures other than their own.
>
> ...students will obviously need to know more about new kinds of content, but they will also need to develop the capacity to learn from the world.
>
> ...educational institutions have a responsibility to offer a curriculum that provides an international/intercultural dimension to the educational experiences of their students.

> ...the preparation of faculty must include educational experiences that will enable them to inject an international dimension into current program and course levels. The opportunity to study, travel and live in a totally different geographical and cultural environment provides an excellent means to achieve this goal.
>
> ...primary role of teaching about other cultures should be to introduce new ideas, stimulate interest, correct stereotyped images, enhance understanding and build empathy for other cultures.

These, then, were overall goals/ideals. To achieve them, an appropriate plan was necessary--one which from the start recognized that the needs of community college education is distinctly different from, for example, the kinds of modules or courses which would be appropriate in content-centered courses on Asia or China or Taiwan. The awareness of this difference in educational purposes is also clearly reflected in the proposal's "Selection Criteria for Faculty: Two participants will be selected from each of the six community colleges in The Cooperative. The main discipline areas from which faculty will be selected are humanities, social sciences, allied health, and vocational education."

In other words, from the outset it was understood that the diversity of the faculty (in contrast to many group projects where all of the faculty are from the same or a similar discipline) would doubtless result in a diversity of purposes and application of the Taiwan experience. Also, a major objective in diversifying the faculty was to provide six colleges with resource persons who could be available to The Cooperative as well as their own institutions; moreover, their projects would explore major divisions of the curriculum not only those usually associated with cultural studies. Each of the selected faculty was expected to produce not only a product but also to demonstrate personal and professional growth. They were selected not on the basis of proven ability in cultural studies nor in module-writing; rather, they were chosen to become resource educators whose contributions to their colleges and others would not end when the project did. As the proposal says: "Those selected will be required to demonstrate in their application a commitment to the use of their Chinese experience for the benefit of their professional development and the broadening of the community college's international studies curriculum."

With these special purposes in mind, we tried to design approaches which would be in harmony with our objectives. The details of these attempts--from the orientation sessions in Washington, D.C., through the trip to Taiwan, and the workshop sessions in September are reported in the documents sent by Roland Terrell (with his cover letter of November 28, 1979) to the Office of Education.

At the September workshop, we discussed more specifically the format that each of the modules might follow. At that time, we began also to make certain kinds of discoveries--that the diversity of the group (both in educational training and educational purposes) made it unlikely that we could (or should) agree on one or even a few formats for each. Rather, we decided that we would take the approach that our project had been one of "individuals in a group" and each educator was best qualified to determine how his/her contribution should be made. We agreed to keep the general objectives in mind and also to encourage individual initiatives. This decision is clearly reflected in the kinds of modules which were eventually presented at the final workshop sessions on February 15-16, 1980. How these modules are evaluated, therefore, depends on one's assumption of educational purposes.

PART II: Individual Evaluation and Recommendation for Each of the 12 Projects Developed

I have been involved with the projects from the orientation sessions in July through the two-day workshop sessions in September and again in February plus opportunities to consider the projects as they evolved during that period. At each of the sessions, I tried to indicate my own preferences as to how a project might be developed. From the start, however, as a group we accepted the principle that each person would ultimately be responsible for the manner, method, objectives, and format that each would use. We did not, for example, try to agree on one basic approach nor to adopt a standard formula for the way in which each project was developed. At first, there was some consideration that we try to create a series of "parallel-like" modules but we soon found that the individuality among the group--in purposes as well as in teaching assignments--strongly indicated that each of the projects would have to be considered on a separate basis. This assumption is verified by the results; each of the projects reflects the interests and purposes of the individual group participant.

At the final two-day workshop sessions in February at Florida Junior College at Jacksonville, five of the 12 participants who created projects were present. Also present were copies of all the projects. The group of five each presented his/her own project and each of us also presented one of the projects of those not present. Before presenting a project, we discussed the guidelines, "Considerations for Presenting Project Report" (see attachment). Also, while listening to a project report, we had the benefit of the worksheet, "Evaluation of Project" (see attachment). The "Considerations..." form has been sent to those who were absent; also, the completed "Evaluation of Project" forms (which were written for each project by the five participants present) were made available to all 12 participants who prepared project reports.

In the following pages, I have given my own personal reaction to each of the projects. These evaluations and recommendations are, therefore, based on my own preferences but they should not be construed as representing some kind of "grading." Each of us will ultimately be the best judge of what is appropriate in our own teaching/learning situation. Also, of course, the project itself cannot fully represent the value of the instruction which will flow from the opportunities which the teacher had from the study program in Taiwan.

Before I turn to the individual projects themselves, I also want to make explicit my own individual preferences so that these can be kept in mind to understand the major motivations for my remarks. My own approach to module-building in cultural studies is to consider that they can have multiple purposes;

not only learning about but also learning from. The participants were introduced to this concept during the orientation sessions and also from my books, ASIA: TEACHING ABOUT/LEARNING FROM, which all of them received.

This approach places great emphasis on achieving educational development in the student who will not only respond, "I never knew that," but will also experience additional kinds of learning, "I never appreciated that," "I never did that," and, "I never realized that." In other words, if we assume that the student as well as the content are "subject areas," then the questions become ones of how to use content to improve perceptions, attitudes, and actions.

These kinds of purposes are, I believe, more relevant and essential in community colleges because we serve such diverse kinds of learners who need education--in the sense of being self-directing--as well as training. The need is not as great in the community colleges for strengthening the cognitive aspects of a course such as one on Asia or Taiwan which might be taken by only a few students. Rather, the benefits for such a group project must be shared widely throughout the curriculum--a possibility which is reflected in the wide-ranging projects which were completed.

THE COMMUNITY AND JUNIOR COLLEGE IN AMERICAN EDUCATION

B. Lamar Johnson
University of California-Los Angeles

I appreciate this opportunity to discuss and describe the American community college, an institution with which I have been associated for more than half a century. I am using the term community college here to represent two-year community-based institutions, including community colleges, junior colleges, and technical institutes.

During the past two decades the community college has been the most dynamic unit in American education. In 1960 the 656 community colleges of our nation enrolled 828,869 students.[1] By 1979-80 the enrollment of our 1,230 community colleges had increased to 4,487,872.[2] It will be noted that the number of community colleges increased approximately one hundred percent and their enrollments increased by more than 450 percent. These data clearly raise at least two questions: What goes? And--what manner of institution is this? This presentation, in which I shall comment on such queries as these and on selected other conditions and developments in American education, will be divided into four parts:

Diversity in American Education

Four Propositions Which Condition the Kind of Education We Need in the United States

The Role and Selected Characteristics of the Community College

Community College Trends

A. Diversity in American Education

In the United States we have no national system of higher education, for historically education is a function of the states. Accordingly since we have fifty states, we have fifty different systems of education. We do, to be sure, have similarities in education between and among our states. For example, we have systems of elementary, secondary and higher education with a number of common characteristics in the various states. We also cooperate in education between and among our states. By large, however, we continue to have and indeed take pride in our diversified plans of education.

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[1] Edmund J. Gleazer, Jr., editor. American Junior Colleges, Seventh Edition. Washington, D.C.: American Council on Education, 1968. p.5.

[2] Fontelle Gilbert, editor. 1980 Community, Junior, and Technical College Directory. Washington, D.C." American Association of Community and Junior Colleges, 1980. p. 61.

B. Four Propositions Which Condition the Kind of Education We Need in the United States

Against this dual background of diversity and unity--and also as a background for our more specific consideration of the community college-I shall present four propositions which condition the kind of education we need in the United States.

Proposition 1

The ideal of a democracy is to permit each individual citizen to be educated to the level of his highest potential. The development and the utilization of the talents of every citizen is of crucial importance, for the greatest strength of a nation emerges from its human resources. The nation which makes the most effective use of the capacities of each of its citizens will come closest to achieving its goals, whatever they may be. But in a democracy the development of the individual-each citizen and each citizen in preparation--is and must be a goal, a value in and of itself, entirely apart from any contribution such achievement may make to the state.

A basic tenet of the democratic faith is simply this: the individual human being is centrally important. In other words, the state exists for man, not man for the state. "A free society nurtures the individual not alone for the contribution he may make to the social effort, but also and primarily for the sake of the contribution he may make to his own realization and development."[3]

Proposition 2

Individuals differ widely in their range and types of abilities. This propsosition needs no defense. The findings of psychology and the observations and experiences of all of us confirm the fact of individual differences. Variations occur not only in results of the type that are measured by so-called intelligence tests, but also in such other types of aptitude-

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[3] The Pursuit of Excellence, Education and the Future of America. America at Mid-Century Series. New York: Doubleday and Company, 1958. p. v.

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or as some would suggest "other types of intelligence"--as mechanical, artistic, musical, clerical and so on.

Studies which are being conducted in all parts of the world will lead to a fuller understanding of intelligence and aptitude--what they are, some of their relationships and particularly perhaps their implications for teaching and learning, for school organization and administration. In the meantime, on the basis of existing knowledge and insights, we can and must proceed to act on our present understanding of individual differences.

Proposition 3

A democracy must provide a wide range and diversity of education to meet the requirements of widely varied individuals. Someone has suggested that our task is, and must be, educating "all and each." This includes the physician and the farmer, the housewife and the librarian, the secretary and the salesman, the musician and the lawyer, the mechanic and the businessman, the nurse and the teacher, the engineer and the technician.

The differences in individuals--their abilities, interests and goals-require different approaches to education. We need both varied types of institutions and differentiation within given schools and colleges.

Proposition 4

A democracy must insist upon quality, distinction, excellence in education. A democracy must strive for and indeed demand excellence in all fields of human endeavor--and particularly in the education of its children and its young people, for an educated citizenry is the foundation upon which a democracy must be built. In commenting on this proposition I shall quote John Gardner, former United States Secretary of Health, Education, and Welfare:

> ...We must develop a point of view that permits each kind of institution to achieve excellence in terms of its own objectives.[4]
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> ...We must recognize that there may be excellence or shoddiness in every human endeavor. We must learn to honor excellence (indeed, to demand it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness,

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[4] John W. Gardner. "Quality in Higher Education." In Current Issues in Higher Education, 1958. Washington, D.C.: Association for Higher Education, 1958. p. 12.

> however exalted the activity. There may be excellent plumbers and imcompetent plumbers. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity, will have neither good plumbing nor good philosophy. Neither its pipes not its theories will hold water.[5]

These propositions clearly point to the need for diversified institutions of higher education to meet the requirements of widely varied individuals in contemporary America. And, indeed, we have such institutions in the United States: our universities with four-year college programs, with graduate offerings leading to master's and doctor's degrees, and with research; our own liberal arts colleges with four year programs leading to bachelor's degrees and upon occasion a fifth year leading to master's degrees; and our community colleges offering two years of education beyond high school leading to associate degrees and also frequently programs two years or less in length leading to certificates of completion.

C. The Role and Selected Characteristics of the Community College

As we now give more specific attention to the community college we ask: What manner of institution is this? In examining the role and characteristics of the community college it is, of course, necessary to look beyond growth in numbers and the expansion of enrollments--and certainly beyond the length of programs. With this in mind I now call your attention to ten statements regarding the community college.

1. The community college is primarily a public tax supported institution. During the 1979-80 college year 85 percent of the community colleges are tax supported, and these institutions enroll 96½ percent of the students in the community colleges of the United States.

2. Community colleges are dominantly commuting colleges--that is, colleges located in the home communities of the students who attend them. The colleges rarely have dormitories, for students typically live at home. The locations of colleges near the homes of students notably contributes to reducing the costs of college attendance. This has clearly been an important factor in the sharp expansion of community college enrollment.

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[5] *Ibid*, p. 15.

3. Charges for tuition in community colleges are typically substantially lower than such charges in senior colleges and universities. And in one state--California, which enrolls 25 percent of the community college students in the nation-community colleges are tuition free. Again--the low cost has contributed to increases in community college enrollment.

   It should also be noted that these factors of low cost (including the location of colleges near homes of students and low or free tuition) contribute to making it possible for our nation to encourage the education of all citizens to the level of their highest potential--for students attend college for whom college attendance would otherwise be impossible.

4. The community college is an open-door college. Any high school graduate is eligible for admission to most all community colleges. Indeed in California and in several other states anyone over eighteen years of age who can profit from the instruction offered at a community college is welcome. This concept of the open-door college is again consistent with our national ideal of educating every citizen to the level of his highest potential.

   It should also be pointed out that many young people are "late bloomers" who deserve a second chance, even after mediocre high school achievement. The records show that large numbers of these "late bloomers" go on to successful careers in, for example, business, the professions, and government.

   The fact that a student is admitted to a community college does not, of course, imply that he is eligible to take all courses and curricula offered at a college. A number of programs are highly selective. Admission to programs in dental assisting, data processing, electronics, and registered nursing is, for example, typically restricted.

5. The community college--as an open door college--provides programs, offerings, and counseling which are adapted to the abilities of its clientele. This includes a wide range of offerings and in many colleges special

counseling, programs, courses, facilities and instruction for students with low academic ability and achievement.

The fact that the community college is an open-door college--with guidance and counseling and with offerings adapted to the abilities and needs of young people--makes it possible for many to attend college for whom such attendance would otherwise be impossible.

6. The community college assumes a major responsibility for preparing students for upper division work in senior colleges and universities. When community colleges were first established, their single purpose was to offer two years of work acceptable to universities. Then the term "junior college" suggested this as the institutions' primary purposes. Indeed until the '40s or later the major goal of community colleges was to prepare students for transfer.

Although preparation for transfer is no longer the only purpose of the community college, this purpose continues to be important.

7. The community college assumes a major responsibility for post-secondary vocational education--that is, for preparing students to earn a livelihood. As a consequence community colleges prepare students for a wide variety of occupations. A publication of the California State Department of Education for example lists more than one hundred occupation-centered curricula offered in California community colleges in such fields as agriculture, business and commerce, health, technical and the arts.

Currently during a period of heavy unemployment in various sections of our nation, there remain vast numbers of positions which cannot be filled because of a lack of qualified candidates. And many of these positions are in fields for which junior colleges offer preparation. Accordingly in many communities the colleges work with employers in planning and offering programs which prepare students for employment in fields in which workers are greatly needed.

The preparation of students for employment is an increasingly important purpose of the community college.

8. The community college is typically a comprehensive college which offers in a single institution preparation for employment and preparation for transfer. The multi-purpose college plays an important role in preparing students for transfer, in preparing students for employment, and in training or retraining adults for jobs.

A student in a comprehensive community college, if his achievements and interests suggest a change in plans, can move from an occupational curriculum to a transfer curriculum or vice versa without changing colleges. In addition, in such a college, the transfer student can achieve valuable understandings of vocational fields and the vocational student has an opportunity for general education of the type provided in a transfer curriculum.

9. Guidance is recognized as an important responsibility of the community college. We need guidance, of course, in all of our schools, colleges and universities. The need for guidance in the community college is, however, accentuated by the fact that this is an open-door college--with a resulting heterogeneous student population, including some students with notably low achievement levels and others with notably high levels of achievement.

The magnitiude of the task of guidance is further accentuated by the fact that many students--and in some cases a majority--announce their intention to transfer to senior institutions whereas only a small minority may continue their education beyond community college graduation. Other students enter community colleges planning to prepare for immediate employment--but while in college change their plans and transfer to a senior institution. Thus we have a paradoxical situation in which many students take programs which are inconsistent with their eventual plans. Guidance and counseling are particularly important for these students.

This problem is not unique to the United States. It is found in all parts of the world. In the American community college, however, I find three advantages which I fail to find in most other nations. First, we have a flexibility which makes it possible for a student to move from one curriculum to another without changing colleges; second, we have--again in a single institution-a wide range and variety of offerings adapted to the qualifications of students with diverse types and ranges of ability and achievement; and, third, we have in our community colleges testing and guidance services through which experts can help students.

10. Offerings and programs of the community college are planning to meet the needs of the communities in which they are located--and also to elicit the participation of local citizens in program planning, development, and operation.

Community colleges provide curricula adapted to local community requirements and needs. This results in programs in petroleum technology in the oil fields of Texas, in agriculture in the wheat fields of Kansas, in fashion design in the garment manufacturing center of New York City, and in insurance and banking in the financial center of Chicago.

In addition, the community college sponsors forums, lectures, concerts, art exhibits, and other civic and cultural activites--and serves as a vital coordinating educational agency for the entire community.

The American community college is--as we have noted-a complex educational institution, which has a role of major importance in American education and indeed in the life of our nation.

D. Community College Trends

Education cannot be static. It must adapt itself to changes in life and in society. And indeed it must change to meet problems and difficulties--many of these new and unexpected--which confront education. What is true for education, it also true for the community college. It too must change.

In the late '70's I visited 47 community colleges in five states and Puerto Rico for the purpose of identifying currently critical problems which confront our colleges. During my survey, I also identified a number of current trends in our colleges.[6]. I shall report four of these:

1. Enrollments in community colleges are no longer increasing sharply. As a consequence of declining birth rates, American higher education is confronted with a steady state or declining enrollments. Although this has been less true of the community college than of other units of American higher education (community college enrollments increased more than four percent in 1979-80 as compared with 1978-79) community college enrollments are indeed leveling off. This condition will to a degree be alleviated as increasing numbers of older adults enroll in community college.

2. Occupational education is assuming a role of increasing--and some would say dominant-importance in the American community college. In the United States students at all levels of education are feeling and expressing a need for education which will prepare them for employment. Accordingly it would be expected that in our community colleges an increasing number of students would enroll in occupational courses and programs. And this is indeed the case. And this increase, it should be noted, is accentuated in community colleges because of the range, quality, and relevance of their occupational programs.

3. Concurrently with a proportional increase in enrollment in occupational programs there is a proportional decrease in enrollment in transfer programs. Education for transfer continues to be an important responsibility of the community college. No longer, however, is it the dominant purpose as was the case during the early history of the community college.

4. Community colleges are enrolling an increasing number of "new students." This term is used to designate many students who in earlier times did not attend college--or if at all, in small numbers. The so-called "new students"--adults

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[6] Lamar Johnson. "Critical Community College Problems Then and Now: The Mid-'60s and the Late '70s." Community College Frontiers, Vol. 7, No. 4:8-14. Summer, 1979.

(including older adults), representatives of varied ethnic and minority groups, and low achieving and part-time students-comprise an increased percentage of community college enrollments. Indeed it appears that the "new student" of today will be the "usual student" in the community college of tomorrow.

E. Conclusion

The characteristics of the community college which we have examined and the trends which we have noted clearly indicate that the community college is contributing to the ideal of our democratic society that every citizen should be educated to the level of his highest potential--regardless of what that potential may be. In a very real sense the community college is committed to this ideal and to the values expressed by our American poet Walt Whitman in these lines:

> The American compact is altogether with
>   individuals,
> The only government is that which makes minute
>   of individuals,
> The whole theory of the universe is directed
>   to one single individual-namely to you.

These lines represent a high--and widely accepted--ideal for the United States, for American education, and indeed for the American community college.

This article is excerpted from a manuscript to be published by Community College Frontiers.

LETTER TO A UNIVERSITY ADMINISTRATOR IN THE PEOPLES REPUBLIC OF CHINA INTRODUCING THE CONCEPT OF THE AMERICAN COMMUNITY COLLEGE

Jess H. Parrish, President
Shelby State Community College

I have learned about your interest in receiving educational materials relative to the operation of community colleges in the United States.

You will find a variety of materials enclosed. I hope that they will help interpret to you and your associates the types of programs and services offered at Shelby State Community College. Memphis is a large city (800,000 persons), on the Mississippi River, in what is often called "the mid-south." We are largely a distribution center, with associated business, banking, farming and industrial services. We are not a "heavy industry" city, however, such as Detroit, Michigan, and Pittsburgh, Pennsylvania. Thus, our production facilities do not create as much in the way of pollution problems and engineering activities as might be found in some of the northern cities.

I mention the differences in our cities for this very important reason: The urban community colleges and the technical institutes in the United States are designed largely to serve the educational needs and interests of local citizens. Thus, you will find that the content and program offerings in our catalog (bulletin) will be different from those which you may receive from other places. Each community college and technical institute is unique, therefore, in terms of the community which it tends to reflect.

It is important, as well, to call sharp attention to the difference between three types of two-year schools in America. The traditional junior college has played the role of providing personalized instruction to freshmen and sophomore students. The basic idea is to let students engage in a variety of extra-curricular activities and meet with qualified instructors on an individualized basis. Most junior colleges are small, with about 600 students, and they usually emphasize the normal run of the arts and sciences. An excellent school of this type is Martin College at Pulaski, Tennessee, a school with Methodist affiliations.

The technical institute in America deliberately does not emphasize the liberal arts and sciences, as such, operating instead as a place where students of all ages (many in their 30's and 40s) come to learn a trade or pursue a specific vocation. Thus, the modern technical institute tends to offer courses and programs in computer technology, the various engineering technologies, such business-oriented trades as salesmanship, office occupations (secretarial), basic accounting, and so forth. The two-year college system in Milwaukee, Wisconsin, leans heavily in this direction.

The comprehensive community college is a mixture of the two previous types of schools, with two other educational services added as well. Thus, we offer four types of academic programs:

1. Developmental Studies
2. University Parallel Studies
3. Career and Cooperative Studies
4. Continuing Education and Community Services

Overall, (1) we offer classes to students who are somewhat unprepared to undertake college-level studies, with the aim, in most cases, of their eventually being able to do so; (2) the university parallel studies function is the junior college part of our school; whereas, (3) the career and cooperative studies function is the technical institute part of our college. Finally, (4) we offer many conferences, programs and courses to persons who are not enrolled in degree or credit-oriented studies. In the latter case, persons often engage in activities which last only one day, as in the case of a special business conference. In other instances, many persons register for a ten- to twelve-hour non-collegiate course which is of personal interest to them, such as a class in ballet dancing. They earn what we call CEU (Continuing Education Unit) credits, rather than regular, college-level credentials.

The extent of the comprehensiveness of each community college depends on the number of citizens in the area of service, whether there is a technical institute in the city, whether there is a university nearby which already offers continuing education programs, and so on. Thus, once again, many variations exist throughout the country as to respective modes of educational delivery. For example, we have ten public community colleges in the State of Tennessee. Some of them offer fewer career programs than others; but that is due to their location and the fact that technical programs are sometimes offered by other schools in the area.

In essence, then, the comprehenisve community colleges exist in all cases to service the expressed needs of the people and the business interests of their particular geographic locations. This point is the key to the community college idea.

Let me add, Mr. Wang, that we, at Shelby State Community College, would be quite pleased to consider any special relationships which might be of mutual value to The People's Republic of China and ourselves. For instance, there may be real value in the exchange of administrators for a few weeks, months or a year. Or, you may be interested in establishing continuing correspondence relationships with one or more members of our staff--for instance, one who is responsible for long-range planning and one who is responsible for academic programming. Correspondence between individual members of the faculty and department heads might be useful as well. If you would be interested in relationships of this nature, or if Shelby State could act in any way as a "sister college in America" to an emerging two-year school in China, please let me know.

I might say in closing that I have lived in China (nearly three years, in the 1940s), and that I traveled most recently to The People's Republic of China as a part of an educational delegation in the summer of 1979. It was quite an experience! Accordingly, I have been interested, personally, in the continuing development of China for many years.

Best wishes to you for the success of your work at Zhejiang University!

Most sincerely,

Jess H. Parrish
President

COMMUNITY COLLEGES: VIEWS FROM INDIA

R. P. Singh

Community Colleges are unique American institutions. They cater to the needs of all varieties of students. In Indian terms they are post-graduate colleges but prepare students for high schools as well. Since degrees and certificates do not have the same meaning and prestige in the U.S.A. as they have in this country, numerous courses are offered for the sake of imparting skills only. All these things would appear strange to an Indian conditioned by a century of British system of education, they look equally strange in the American setting as well. They arouse nearly as many eyebrows there as they might here. To us their vitality and the hopes are all that count.

Numerically the community colleges exceed the figure 2000 and have buildings and equipment that may put to shame any Indian University, but then they are a product of a growing economy and a great nation. To that extent, we can have at least an academic interest in them....

Although it may seem out of place to consult tradition when considering the effect of rapid change, it is worth recalling that community colleges and their progenitors, public junior colleges, were established to extend educational opportunity. People of limited financial means now had a low-cost institution available. For those who could not leave the community to go to college, there was one within commuting distance. And those uncertain about their academic abilities or who wanted programmes, geared more quickly to employment than the four-year colleges offered, found an environment responsive to those needs. Historically, the community college was based on the assumption that there were large numbers of people not served by existing institutions and the unserved were to be the clientele of these new colleges.

The leitmotiv continues. The theme is sounded in numerous ways: Community colleges should reach out, Go to people who are unserved, Give priority to those who need the education they did not get at an earlier age. Serve the students with roots in their community and who have jobs there, give those who need it a second chance, bring people into the mainstream and serve people handicapped by problems of cost and transportation.

These signposts suggest perimeters for those who fear the community college will attempt to be "all things to all people." Priority is given to those whose education options are limited by a variety of circumstances.

Very few people will disagree with these institutional aims. They have the ring of social worth. However, the necessary conditions and results are not as easy to accept.

If the community college is to reach the unserved, initiatives are required. Availability of the college cannot be kept secret from those outside the primary communication networks in the community. We are told that the most significant obstacle to participation in adult learning activities is lack of information about such opportunities. Although legislators question community college recruitment efforts, equity is simply not possible unless those outside the conventional information systems are purposely sought.

Education universally has a tendency to respond to the requirements imposed upon it. As a sub-system it reacts, modifies and recharges itself vis-a-vis society which it proposes to serve. Precisely because of this reason, the authoritarian system of education is so distinctly distinguishable from the system that one comes across in a democracy.

Both in the U.S.A. and India the educational systems offer services that these two societies expect of them. In several ways they share similar needs and offer identical courses of study, which except for the peripheral differences, like facilities and services, are not so different after all. For example, if the modern system of education in India is the product of British heritage, the concern and quality of education in the U.S.A. could also be traced back to its European links. Beyond this rather superficial similarity, the two systems are fundamentally so different that there is hardly any other feature where one could stake any such claims.

Higher education as it is offered in the U.S.A. brings into sharp contrast several features of the practice common in India. To quote an Indian who had been exposed as a student to both systems, the U.S. higher education was refreshing as opposed to the Indian system which cramped and stifled the style of its new entrant. Although many would hesitate to agree with this solitary observation, a few things are quite obvious. The Indian practice of higher education was at its worse "examination dominated" and at its best with certain brilliant exceptions like the Indian Institutes of Education, Agricultural Universities and Engineering Colleges, basically theoretical.

The variety of higher education and the diversity of its management in the U.S. is not easy for an Indian to appreciate. Used to state and central controls in education and the interference of the management in private colleges, one is pleasantly surprised to find that private universities and colleges can be completely free from the stronghold of their boards of trustees or governors in the academic affairs, such as the appointment of their faculty members, course offerings and the like in the United States. Similarly, the manner in which the students are trusted and their cooperation actively sought after, is rare in India. Perhaps the reason for this difference lies in the case of India in the hypothesis that the world of the adult and the young belong to different planets.

There is yet another point which holds us in contrast to our American counterparts; the focus of our two educational systems. If the principal concern of the U.S. system lies in educating the youth for tomorrow and for today, we have yet to learn how to keep the past within limits and think of a nation on the move. A highly structured society with its elitist bias would, I trust, take quite some time to become dynamic and operationally democratic. This is not what the Americans have, and therefore, they try hard to find points of similarity between the two systems. They see nothing strange if their universities offer extramural lectures on "alcoholism" and not the Ministry of Health or train some of their young in several practical courses such as cosmetology or a course in avionics not given by some industrial institute. They can offer tuition based adult education and even then on commercial lines and see nothing wrong with it. An Indian would take time to appreciate this point of view.

Education in India is a welfare activity, but in my judgment, this is only a fraction of what Americans think of it because for them it is business--if not exactly big business. I do not think it would harm us if we corrected our bias and made it look like business at the higher level only. In big cities and metropolitan towns in India, education does look like business. Nursery education, secretarial courses and computer is already offered on commercial lines. If these "teaching shops" could be elevated to the status of proper educational institutions, they would become both less expensive and educationally respectful.

Both in the United States and India, education is a state subject and therefore, very jealously guarded against any federal intervention. The anxiety in both countries to obtain federal grants and their dependence on the same is obvious. The federal government is, however, not involved in the maintenance of educational standards. The standard of education in the U.S.A. is ensured by an independent examination machinery called ETA and also various accrediation agencies. This is the single feature of their education which keeps the examinations conducted by university teachers from being reduced to a farce, and helps standards remain mobile, if they so like. Also, universities remain highly competitive and teachers always on their tenterhooks. It prevents students from following unfair means at the examination time or go on strike for their continuous postponements. The tenure system in the U.S.A. does not help a teacher hold on to his job if his merits become questionable. Teachers do have unions but they are seldom vocal or strong. The principle concern of a teacher is to teach and of the student to study. Outside interference in the form of political parties pitching their camps inside universities or colleges is not noticeable. This is something which keeps administration clean and goal oriented. One hardly knows how to keep politics outside the Indian higher education system. We somehow have to live with it despite our claims to the contrary. This feature by itself is evidently in sharp contrast to the American scene.

What impresses one the most in the American higher education scene is the institution of community colleges and junior colleges. These institutions are a peculiar American innovation. Started in response to the American social and educational requirements, community colleges (equivalent to an ordinary college offering BA/Bsc. in India) are a marvel both in their design and operation. These colleges, not unlike others of the similar rank, junior colleges, exhibit the same vitality and competitiveness that marks any American institution. They offer all types of courses--both day and evening. They prepare students for universities or colleges that offer graduate degrees. The American first degree takes another two years. They have in fact three distinct streams: (1) Where the students study so that they may transfer to a proper liberal arts college or university without any loss of standard of education or years, (2) They may take the associateship diploma of the community college, or (3) Study in the evening or morning any number of courses without any consideration for a degree or diploma so that they acquire competence in a skill which sells in the market. The majority of the students come to these colleges for getting their skill or information updated. These colleges admit students at any age or with any level of education. It is possible to prepare here even for high school. Interestingly enough, the average age of a community college student is 29 years, and it is increasing every year. This is so because of decline in birth-rate and a sharp increase in the requirement of skill efficiency. These colleges are supported by state funds and also by the district (or area) of their location. They continue to plan and modify according to their needs. They have an association which is both powerful and highly professional.

A visitor is struck by the level of seriousness shown in the evening classes of the community colleges. Run mostly by part-time teachers, students of all ages learn skills in almost all the courses offered during the evenings with regular teachers. Standards are maintained by a few regular teachers, teaching in the evenings on a fixed formula. The popular skills learned are computer technology, welding, soldering, house building and secretarial work. This should not be taken to suggest that these colleges do not undertake research. They do, but research is principally the concern of the universities. A community college is really American democracy in action--with lots of choices and very few restrictions. In their real form they would be unthinkable in India where there are fixed admission requirements and different levels of respect attached to different courses of study. Similarly, the initiative would take time to catch on.

The faculty improvement program should be of particular interest to India. As opposed to what is operative in India, faculty members must constantly improve professionally or else they would not be able to hold on to their position. They are evaluated by their peers and students both. They must work hard to win the respect of their students. Outside agencies also look at the competence of the teachers all the time, for the simple reason that their colleges and universities have to be nationally rated. The competition is both fierce and meaningfully sincere. As one would expect, with the UGC in India, it did take appropriate steps in this regard. We must learn a lot about how to cater to the needs of our students, which is an additional reason for our academic turmoil. If a trained and professionally oriented faculty could improve the climate of our education, the provision of sensible and inexpensive student services could also relieve so many tensions. Lack of recognition has been pointed out repeatedly as the cause of many a student trouble, but not much appears to have been done. It is never too late to improve any practice and for a country like India, there is an urgent need of academic overhaul ranging from the examination system, meaningful courses of study, to student services. There has been too much talk about delinking degrees with employment. We had better do it so that our colleges can really start serving the community better by offering non-credit, tuition-free supported courses. It would perhaps then be possible to have adult education in the American sense and also offer a separate adult basic (Literacy) programme.

INTERNATIONAL DIMENSIONS OF EDUCATION AT KIRKWOOD COMMUNITY COLLEGE

Florence Masters
Kirkwood Community College

The purpose of this project was to strengthen the international dimensions of education at Kirkwood Community College by developing an International Studies curriculum that would focus on higher level concepts and generalizations, that would help students master higher levels of knowledge in order to understand global issues, and that would help students develop the skills and abilities needed to make effective personal and public decisions.

Three four-hour credit courses consisting of twelve one-hour credit modules were developed during the fall and winter quarters of Project Year One 1976-77. These modules were pilot-tested, evaluated, and revised during spring quarter 1977. The modules were correlated with existing courses and incorporated principles and key concepts from these courses in the international framework of Third World nations. Curriculum developers formed a committee to identify key concepts and organize generalizations or principles by disciplines; to choose materials, instructional tools, learning experiences, and teaching strategies; to formulate an evaluation structure; to pilot test, evaluate, and revise.

During Project Year Two a core course of four credit hours was developed to serve as an introduction to the Third World (people, livelihoods, and politics) as well as eight additional one-hour credit modules. These units were field-tested, evaluated, and revised by the end of spring quarter 1978. The curriculum development during Project Year Two resulted in a total of twenty-four credit hours in Third World topics that were available to students as independent study or as part of existing courses.

Students from both Arts and Sciences and Vocational Technical programs were encouraged to enroll in the International Studies modules and to choose an International Studies major concentration. It was anticipated that the students completing International Studies courses and the participating faculty would gain in knowledge, understanding, and awareness of Third World cultures and issues. Other Iowa community colleges would be informed regarding the International Studies program and its products.

An analysis of what occurred during the two year period of Kirkwood Community College's International Dimensions project is concerned with process, product, and impact. The purpose of the project, to strengthen the international dimensions of education by developing an international studies curriculum, was accomplished if we count the tangible evidence of the 24 credit hours in courses, the documentation of the international components in the college, the acquisitions in the Learning Resources Center, the number of staff involved, and the number of student registrations in Third World modules. It is of equal importance to assess the changes in faculty attitudes, faculty skills, the internationalization of curricula, student interest and involvement, and institutional goals.

The degree to which the project activities resulted in changes in faculty was of major concern to the grant administrators. The curriculum-building and teaching skills of the staff were quite diverse. A major goal was to promote change and to upgrade, and no effort was made to be selective in recruiting staff. It was important to have representation from a maximum number of disciplines in order to disseminate the international content to a maximum degree. Interest was the principal factor in staff selection. The staff development process extended well into Project Year One. Staff worked initially in a group, then divided into sub-groups as their research and dialog led to cluster of topics. New relationships crossing department and division lines, evolved; and faculty gained insight into other fields as they moved in the direction in interdisciplinarity.

A problem that characterized Project Year One was that most faculty could not work comfortably outside their own sphere. Content held more importance to them than the development of problem solving skills. Another difficulty was that a number of faculty, though well versed in the knowledge of their discipline, could not analyze their discipline and identify principles and concepts. Some staff were able to narrow their field of research; others could not free themselves from the "majescule" to develop the "miniscule."

In Project Year Two the curriculum coordinator worked more closely with instructors in their specific curriculum projects. The model, or curriculum outline, had been a major activity in Project Year One. Individual staff development received greater emphasis in Project Year Two. Several units developed in the second year were deserving of special comment: (1) Third World Women--excellent research, up-to-date information, and effective delivery system; (2) Introduction to Latin American Fiction--superior step-by-step learning sequence for difficult concepts; (3) Non-Verbal Dimensions in Inter-cultural Communication--outstanding in sequency, research, and student activities; (4) Israel and the Arabs--simulated United Nations as an effective learning strategy, effective in dealing well with a controversial issue. The core courses--Third World People, Third World Livelihoods, Third World Politics--have attracted few students.

A successful spin-off of the Project Year Two activities was the radio series of 12 programs. These were planned both to publicize International Studies and to lead faculty toward developing alternative materials as a change from lectures and reading assignments. The programs received many favorable comments, and faculty were pleased with the professional quality and public appeal of the programs.

In summing up the effect of the project, one should consider the status of international education in Kirkwood at the time the grant was awarded two years ago. The department of Foreign Languages was functioning with French, Spanish, and German offerings. Czech Ethnic Heritage Studies, after the initial interest shown during the first year following its development was drawing a small enrollment each quarter. Courses on western civilizations and literature were drawing low enrollments.

During this two year period an influx of Indo-Chinese and foreign students, principally from the Middle East and Africa, led to the development of an English as a Second Language program and the appointment of a full-time International Student Advisor. The support services and courses for the international student, administration of the International Dimensions units, and foreign language programs were clustered under the umbrella of the Department of Foreign Languages. Institutional commitment to international education, which had been characterized by a benign paternalism, was moving into a period of evaluation with emphasis on guided direction and quality in its development and growth.

Paralleling the changing climate of the college during this period was the development of the Third World Issues modules and the publicizing of the International Studies program. Seventeen instructors were involved in an inter-disciplinary project. Over 25% of Arts and Sciences students and 3% of Vocational Technical students were exposed to international curriculum. Evaluations showed that the students and staff believed that they gained in knowledge, understanding, and awareness of Third World cultures and issues. When the effect of the International Dimensions project is combined with the other international elements in the college, we can judge that there has been significant progress toward greater emphasis on international education in the total college curriculum.

DESCRIPTION OF THIRD WORLD MODULES

Introduction to the Third World

"The Third World People" Introduces the population, culture, and settlement patterns of the Third World. A self-directed study requiring use of the library, reference materials, and an ability to synthesize. (World Politics)

"The Third World: Livelihoods" Introduces the economic activities that predominate in the Third World today. (World Politics)

"The Third World: Politics" Introduces political patterns in the Third World.

I. The Past to the Present.

"The Transformation of Tanzania" Examines the impact of Western Imperialism upon the developing nations and the major forces of modernization in transforming a traditional society into a modern nation using the example of Tanzania. (Europe and the Age of Totalitarianism)

"Tanzania--Problems of Nation Building" Using Tanzania as an example, examines the impact of nationalism and the major problems of nation building for nations of the Third World. (Europe and the Age of Totalitarianism)

"Political Modernization--Turkey" Examines the nationstate of Turkey. Turkey is used as an example to indicate the similarities and unique situations of nations classified as part of the Third World. (World Politics)

"Modernization in the Republic of Korea" Explores the social and economic factors which have contributed to the rapid economic development of South Korea in recent years. (Contemporary Economic Problems)

"Israel and the Arabs" An introduction to the Arab-Israeli conflict with an emphasis on the development of Zionism, the establishment of Israel, and the Arab response and perspective. (Europe and the Age of Totalitarianism)

"Impact of the Philippines on United States Policy" Stresses emergence of the United States as a world power and emphasizes its policy toward the Pacific and the subsequent international tensions, especially with Japan, with specific focus on the impact of these tensions on the Philippines between 18901920. There will be short analyses of the American-Philippine relationship as it relates to World War II, Korea, and Vietnam. (U.S. History: 20th Century)

II. The Present to the Future.

"Capital Formation and Third World Change" Investigates the process of capital formation and its crucial relationship to economic development in the Third World. (Contemporary Economic Problems)

"Ecological Factors in Third World Change" Deals with the following topics: (1) The United Nation's perspective of the Third World in the Environment Program, (2) Physical limits of the Third World--climate, (3) Ecological productivity and energy flow, (4) Characteristics of populations, (5) The role of expotential growth. (Man and the Environment)

"Third World Agriculture" Deals with topography, soil type, climate, effect of product demand, and products produced in Zambia, Africa, as a model of agriculture in a developing country. Assesses world food needs and factors limiting agricultural growth in developing countries. Identifies possible solutions to limiting factors. (Elements of Farm Management: Agricultural Economics)

"The Changing Family--Third World) Studies societal characteristics relating to family form. Present Third World family forms are examined as well as the factors leading to change in family form. (Marriage and the Family)

"The Need for Land" Discusses the relationship of peasant farmers in the Third World to land and the pressures for more equitable land distribution underlying much of the turmoil in the world today. (Agricultural Economics)

"Socialization of Children in China" Examines Chinese educational theory and practices. Compares the socializing effects of schools in China and the United States. (Psychology of Growth and Development)

"Life Span Development in Third World Countries" Examines the important aspects of human development in the Third World and places emphasis upon the similarities and differences of other cultures to that of our own with regard to the changes that take place with age. (Psychology of Growth and Development)

III. Conflicting Values.

"Cultural Values--Third World" Introduces the student to a sociological study of values through an analysis of the American value system and several different Latin-American value systems. It uses several case studies to demonstrate the vulnerability of cultural values to outside influences and the consequences of that vulnerability for people living in Third World cultures. (Introduction to Anthropology)

"Irony in Latin American Fiction" Introduces plot and theme analysis as they are applied to four satirical Latin-American short stories. (Introduction to Literature)

"La dignidad del hombre" Consists of four short stories by South American writers on the Latin-American male's deep sense of self-esteem, or "dignidad." (Spanish-American Civilization)

"Folk Music of the Andes" Surveys forms and types of South American popular music. Recorded music and samples of lyric poems show a variety of ethnic elements in Latin American culture. (Spanish)

"Introduction to Latin American Fiction" Perceptual tendencies in Latin American cultures revealed through the use of satire, symbolism, and fantasy in novelettes and short stories. (Introduction to Literature)

"Third World Women: A Reflection of Their Culture" An introduction to the examination of the roles of women in developing countries as reflections of their various cultures. The roles will be explored according to these social/cultural institutions: Religion, family, economics, government, and education. The focus of the study will be on the following countries: India, SubSaharan Africa, Colombia, and the Peoples Republic of China. (Expanding Horizons)

Non-Verbal Dimensions of Intercultural Communication" Emphasizes the concept that examining the nonverbal behaviors of other cultures can broaden our awareness and understanding of ourselves as well as others. (Speech I)

INTERNATIONAL STUDIES:
NON-VERBAL DIMENSIONS OF INTERCULTURAL COMMUNICATION

Rhonda Kekke
Kirkwood Community College

ASSUMPTIONS:

1. Difficulties in intercultural communication are often due to differences in the use of non-verbal signals, which can lead to misunderstanding and hostility.
2. Non-verbal behaviors are culturally conditioned.
3. Non-verbal behaviors are largely unconscious.
4. Examining the non-verbal behaviors of other cultures can broaden our awareness and understanding of ourselves as well as others.

OBJECTIVES:

1. To become more conscious of the role of non-verbal behavior in communication.
2. To increase acceptance of communicators from other cultures, though non-verbal patterns are different.
3. To compare varying concepts of time in several cultures.
4. To become more aware of the extent to which non-verbal behaviors occur within a cultural context.
5. To observe the effect of breaking non-verbal codes of behavior in our society.
6. To identify and explain Hall's four distance zones, with intercultural implications.
7. To develop a vocabulary to refer to non-verbal communication.
8. To examine non-verbal "rituals" of our culture as if from a distance.
9. To consider the possibility of "universal" signals in light of cultural differences.

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6. Hall, Edward T., The Hidden Dimension, Garden City, New York: Anchor Press/Doubleday and Co., Inc., 1966, pp. 116-129. (For a popular treatment of this topic, see Julius Fast's Body Language, pp. 20-25.
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Body Movement:

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Audio Cassettes:

IS-17-1	Non-Verbal Dimensions of Intercultural Communication
IS-17-2	Interview with Mid-East Students, Marcia Bird
IS-17-3	Interview with Mid-East Students, cont., Marcia Bird

PROCEDURAL INSTRUCTIONS:

The unit, "Non-verbal Dimensions of Intercultural Communication," is divided into three sections. Section I 'Time' explores cultural differences in the concept of time, and the way those differences affect schedules, business appointments and other communication events. Section II 'Space' is concerned with cultural differences in the distances people maintain between themselves when interacting in various contexts. Section III 'Body Movement' deals with gestures, facial expressions and ritualized non-verbal communication.

Your procedure in each of the three sections is as follows:

1. Read the selections for the section, in sequential order if possible.

2. Check your understanding by using the study guide for the section (Use the readings to check your answers.)

3. Do the application activities for the section. (You may find it helpful to read some samples in the library.)

4. Write your reactions and learnings about the application activities in an informal journal, to be handed in on completion of the unit.

5. Study for the exam, using study guides to help you prepare.

As you do the readings and applications, it may be helpful for you to discuss your discoveries and/or problems with your instructor or other students. Note your instructor's office hours carefully, and do not hesitate to ask for assistance. Do not procrastinate. Your enjoyment of this learning experience will be diminished if you must rush to complete it.

The study guides should help prepare you for the unit examination. The examination will consist of objective questions over the sections on time and space, and your choice of either of the three essay questions on body movement (given in the study guide for that section). The time for the examination will be announced by your instructor when you begin the unit; if you wish to take the exam before that time, please make arrangements with your instructor.

EVALUATION:

To earn a grade of "C" in the unit, you must pass the unit exam with a grade of "C" (70%-80%), and your journal must be judged as "satisfactory" in reflecting your application of the readings.

To earn a grade of "B" in the unit, you must pass the unit exam with a greade of "B" (80%-90%), and your journal must be judged as "satisfactory" in reflecting your application of the readings.

To earn a grade of "A" in the unit, you must pass the unit exam with a grade of "A" (90%-100%), your journal must be judged as "satisfactory" in reflecting your application of the readings, and you must do an additional project relating to some aspect of the unit.

These sample project topics may give you some ideas. (There are also projects on reserve in the library; it may be helpful as well as interesting for you to examine them.)

1. Taped interview with someone from another culture, preferably a third-world culture.

2. Written report based on such an interview.

3. Analysis of media references to time (magazine ads, TV, radio, newspaper, etc.)

4. Videotape of common non-verbal signals--perhaps a comparison with those of another culture or cultures.

5. Written research report on a relevant area of interest (Use of Space in Architecture, Development of Time Sense in Children, Therapeutic Use of Touch, etc.)

6. Collection and Analysis of poetry or other literature with emphasis on time, space, or gesture.

7. Taped medley of songs based on theme of time, space, or body movement.

8. Written report (or tape) describing an experiment you have designed, conducted, and analyzed in the area of time, space, or body movement (should not be one of the application activities).

9. Any other topic of merit relating to the non-verbal dimensions of intercultural communication considered in this unit.

All students will complete an evaluation of the unit upon completion of it, so that the unit may be improved for future use.

SECTION I: (Readings 1-5, LISTED ON PAGE 2, REFERENCES)
Study Guide

Using the readings on Time, you should be able to fill in the grid on the next page by noting varying concepts of time in the cultures given. You should also be able to define the terms listed below the grid. This is for your own use; you need not hand it in. Use the readings to check your answers.

American	Latin American	Mid-East Mediterranean
		Greek
	Japanese	Indian

Define these

Monochronic time:

Polychronic time:

Technical, formal, informal time:

Technical Time: (Scientific use) defined in terms of one apparent circuit of the ecliptic by the sun (solar year: 365 days, 5 hrs., 48 min., 46 sec.); or the true period of the earth's revolution around the sun (sidereal year: 20 min. longer than the solar year).

Formal Time: Clock and calendar time. (Year = 365 days; hour = 60 minutes, etc.)

Informal Time:

SECTION I: TIME
Application 1 - Observation of M-time

1. American culture values time almost to the point of obsession. This application should make you aware of how much this is reflected in our everyday behavior.

2. For a period of time, note verbal and non-verbal references to time. Be alert to such expressions as "Time flies," "First come, first served," "Sorry, I don't have time." Consider time and organization: "Behind schedule," "Let's get this over with," "rush hour

traffic." Consider references to time in the media--both in advertising and programming; notice time constraints in educational settings--glances at clocks and watches, reactions to tardiness, deadlines.

3. Record some of your observations in your notebook. Try to answer the following questions, supplying specific examples of yourself and others.

    a. Does it seem fair to say that Americans are obsessed with time? Explain.

    b. Do you agree with Hall that our obsession with schedules is often a cause of ulcers, a detriment to our personal relationships, and a stumbling block to creativity? (Examples from your observations may help you answer this.)

SECTION I: TIME Application 2 - Experimentation with P-Time

1. Polychronic time (P-time) is characterized by several things happening at once. The emphasis is on involvement with people rather than adherence to schedules, on getting along socially rather than getting things done.

2. For a period of time, put yourself in the role of someone from a culture based on P-time. Avoid watches and clocks, try to think in terms of the present moment rather than future events on your schedule; stand still on the sidewalk during rush hour; do something that interests you now instead of waiting until you're done with your work; start a friendship instead of your homework.

3. Choose the period of time you use this application carefully. Remember that spouses, employers, teachers, and buses will remain on M-time. We will not be responsible for docked pay, cab fee, marital strife, or lowered grades. You might want to note some of the considerations that determined your selection of the experimental time period.

4. Do not feel you have failed if you are unable to use P-time. Simply describe why you were unable to get away from M-time and include consideration of the implications of this for intercultural communication.

5. In your notebook give your reactions to the P-time attempt. Is it possible to get away from M-time orientation in our culture? What were your feelings about trying to use P-time? How did your behavior affect others? What conflicts might you predict when a culturally-different person discovers time valuations in the U.S.A. that clash with those of his native country?

SECTION II: (READINGS 6-8, LISTED ON PAGE 2, REFERENCES)

Study Guide: Use the readings to check your answers.

Self Test: Check your understanding of Hall's discussion of American middle-class distance zones in the matching quiz below.

_____ 1. 4-7 ft., impersonal business, casual social gatherings.

_____ 2. 25 ft., must exaggerate voice and gesture to communicate.

_____ 3. Contact uppermost in awareness, whisper seems to enlarge distance.

_____ 4. 2-1/2 ft. the limit of physical domination, "arms's length"

_____ 5. Careful choice of words and phrasing, voice loud but not full volume.

_____ 6. Distortion of vision, heat and color detectable.

_____ 7. 1-1/2 - 2-1/2 ft. very clear eye focus, roundness, texture prominent.

_____ 8. 7-12 ft. formal business dealings, visual contact important to conversation.

a. intimate close phase
b. intimate-far phase
c. personal-close phase
d. personal-far phase
e. social-close phase
f. social-far phase
g. public-close phase
h. public-far phase

Self Test: Use the true-false statements below to check your reading of Hall, pp. 159-164 and Rosenfeld/Civkly, pp. 154-156. Remember that even though you may respond "true" or "false" to these statements, there are great variances even within cultures.

_____ 1. To the Arab, olfactory awareness of each other is an important and valued part of communication.

_____ 2. Olfactory boundaries for the Arab serve to set informal distances.

_____ 3. Arabs are quite comfortable walking side by side, faces forward, conversing casually.

_____ 4. Arabs conduct all conversation at close distances.

_____ 5. Arabs don't like the 4-7 ft. socio-consultative distance.

_____ 6. Arabs like space to have an unobstructed view.

_____ 7. Arabs have a very strong sense of trespassing.

_____ 8. Larger people require disproportionately more personal space.

_____ 9. Females tend to need more interacting space than males.

_____ 10. We tend to come closer in small rooms.

_____ 11. When our space is invaded, we tend to increase interaction.

_____ 12. Invading someone else's space may lead that person to anti-social behavior, even aggression.

SECTION II: SPACE

Application 1 - Clarification of distance zones

1. Choose a partner to help you. Go to opposite sides of a room and face each other.

2. Very slowly begin walking toward each other while carrying on a conversation. You might simply talk about how you feel as you experience the activity. As you move closer, try to be aware of any change in your feelings. Continue moving slowly closer until you are only an inch or so apart. Feelings?

3. Now, still facing, back up until you find your most comfortable conversational distance. Do you and your partner agree? Measure the distance you have chosen.

4. Write an analysis of the experience (your partner may wish to help), considering Hall's distance zones and keeping in mind how different the experience might be depending on the culture of the participants.

Application 2 - Breaking spatial "rules" (If this activity seems threatening to you, do Application 3 instead.)

1. Each culture teaches us certain non-verbal "rules" - acceptable behaviors for interacting non-verbally. This activity should make you aware of some spatial rules, and of the consequences of breaking them.

2. Select one or more of the following rules to break. Enter into a situation where the rules would be operative and break them, carefully observing the effects.

3. One or more

Rule 1: When riding an elevator with others, divide the available space equally, standing no closer to anyone else than absolutely necessary. (It is also advisable to avoid all eye contact in this setting.)

Rule 2: When sitting down at a library or cafeteria table, take a seat as far away from the next person as possible.

Rule 3: When sitting next to, or near someone, do not invade his or her space with your body or your belongings.

Rule 4: When talking with someone, do not stand too close, nor too far away. Never stand so close that you can smell the other person's body odor.

3. Analyze the experience, using the questions below as a guide:

   a. What verbal and/or non-verbal reactions did you evoke in other people? Be specific (not "He looked uncomfortable," but "He looked at the floor, shuffled his feet, and clutched his briefcase closer to his chest.").

   b. What were your reactions to the experiences? What might you have felt had you been a person from a culture accustomed to closer distances, more touch, even olfactory closeness? How important is the sex of your partner.

Application 3 - Analysis of Distance Zone Variables

1. Edward Hall describes 8 basic distance zones. Rosefeld and Civikly point out several variables that might affect those zones.

2. Note distances between interacting people in a variety of settings, considering the impact of such variables as nationality, sex, size, stress, status, lighting, time, and the setting itself.

3. Analyze the distance zones observed.

   a. How do the variables mentioned affect spaces people maintain? Do Hall's zones seem generally accurate?

   b. You have learned that [illegible] are culturally derived. What are the implications for you when communicating with someone whose spatial requirements are different from your own?

SECTION III: Body Movement

Study Guide: Prepare yourself to answer your choice of the essay questions below, making use of your unit sources as well as your own experiences. Your essay will be written during the examination. You may organize it ahead of time.

1. Assume that you are designing a learning unit for students in an international studies program. You want to discuss body movements. The question is whether to emphasize "universals" (see Argyle) or cross-cultural differences (LaBarre) in communication. Ray Birdwhistell has stated, "There are no universal gestures." Dr. Ekman, of the Lanzley Porter Neuropsychiatric Institute has taken the opposite view: he concluded that since people in various cultures recognize and identify photos of facial expression as showing the same emotion, such facial expressions (the smile, for instance) are universal. Where will you place your emphasis in designing the unit? Why?

2. Horace Miner's article suggests that Americans' body "rituals" show them to be a "magic-ridden people." Miner's style is to look at very familiar occurrences as if from a distance--to see ourselves as we might appear to someone totally unfamiliar with our non-verbal rituals. Carry Miner's approach into areas not considered in his article. You might focus on our educational system, our shopping behaviors, our eating rituals, or others.

3. Verbal and non-verbal communication should serve hand in hand to facilitate human communication. Sometimes, however, a person's verbal message may tell us one thing; his non-verbal messages, something different. In such a

case, which message do you trust? What are the drawbacks to relying too much on any one non-verbal (or verbal) cue, both intra-and inter-culturally?

(Only one of the 3 applications is necessary.)

Application 1: After comparing Argyle and LaBarre, perhaps the best way to prepare for essay option 1 would be to visit with someone from another cultur, sharing ideas about gestures and facial expressions in your countries. In your journal, record your learnings, and write a practice essay in preparation for the exam.

Application 2: Decide on the aspect of "Nacirema" you would like to consider. Visit the place you have chosen, taking along a notebook to jot down your observations. Try to see "Nacirema" as if you were a stranger here; you may even want to test out some departures from the "rituals," in the fashion of the spatial rule-breakers. In your journal, you may include your notes, and a practice essay in preparation for the exam.

Application 3: Preparation for the third essay option involves some careful observation of discrepancies between words and "body language." Keep a notebook with you to note discrepancies in a variety of settings; daily encounters as well as television and film may provide examples. Whenever possible, check with people to see which message (verbal or non-verbal) is a more accurate reflection of their thoughts and feelings. You may want to ask someone who knows you well whether you send contradictory messages sometimes. Your journal can include a list of your observations, and a practice essay in preparation for the exam.

SECTION III, Application 1, Sample, Student Outline

Essay on Universals vs. Differences, favoring differences

I. Universals - Argyle

    A. Smile -- may be interpreted differently, or used to hide other emotions
    B. Grief -- may differ in showing grief to others -- interview with friend from China

    C. Pain -- people I've cared for in hospital show pain -- in the same way

II. Differences - unless we understand that differences exist, misunderstandings could cause friction

A. Example: Chinese -- touch
B. Respect for heros -- standing vs. remaining seated
C. American vs. French males -- crossing legs
D. Eyes -- American vs. Chinese
E. Kissing vs. handshake (even intracultural differences -- my husband's family is much warmer than mine)

III. Understanding that differences exist increases tolerance and openness even to differences of which we are unaware

SECTION III, Application 2, Sample Student preparation notes

Essay on the "Nacerimas." Essay will deal with a tribal rite known as the "dis-ko-tek."

Describe the temple crowd, noisy, lights, smoke. Contrast this with the natural habitat of the natives -privacy, secrecy. Magic potion - in brown bottle - as part of rite. Loud noises - blaring - signaling that evil spirits have entered body of native.

Describe efforts to rid themselves of spirit - waving arms, shaking, stamping feet, ritual movements. Study of object producing smoke at later time?

A strange tribal rite has been observed in the study of the Nacerimas which occurs on a sporadic, rather than a regular basis. At certain times of the moon, which times we have not yet determined, the natives leave their abodes and travel to a temple in the center of the village to participate in a tribal ritual.

The temple is a large open space with many wooden objects called tables and seats around these tables. It seems as if as many are crowded in as possible and the only way the natives can reach them is to push past the other natives already seated at these tables, bumping into them, elbowing them, etc. After they are seated, a priest brings them a magic potion which comes in a round brown bottle.

After they partake of this (we think it contains a magic drug), they become talkative, happy, laughing and make much noise. The room is dark in some parts and in others have bright flashing lights. There is an empty space in the center.

After a time a blaring, raucous noise fills the room. This is either a signal for the tribal dance to begin or it is an evil spirit which enters the bodies of the natives. We have not yet determined which. At any rate, they all run to the empty space and begin a ritual which we can only feel is meant to rid themselves of the evil spirit. They wave their arms, stamp their feet, shake their heads and their bodies and in various ways bump into the other natives, turn their backs on them, and altogether seem to take leave of their senses. If this is to rid themselves of the spirit, it does not work and they only seem to be free when the noise ceases. They all immediately become still and return to their seats, where they consume more of the magic potion.

Another strange phenomenon which may be worthy of study at a later date is a white stick which they put in their mouth and manipulate in such a way as to produce a puff of smoke. Whether this is also a drug or what the purpose of it is we have not yet determined, but the room is soon filled with this smoke. Perhaps it is to prevent them from being seen by the other natives.

SECTION III, Application 3, Sample Student Outline

Essay on Verbal vs. Non-Verbal Cues

I. Verbal cues: Drawbacks

- A. Carry cues to meanings -- but these vary even within a culture
- B. Interculturally, words may not be understood at all, or may not be translatable

II. Non-Verbal cues: Drawbacks

- A. Sometimes we "put on a front" -- hide our real emotions
- B. Vary between cultures (use several examples)

III. Must consider both verbal and non-verbal cues

- A. Verbal cues work pretty well within a culture
- B. Non-verbal cues show feelings, more than thoughts
- C. If verbal and non-verbal cues are contradictory, believe non-verbal message
    - 1. Example: My husband told me "nothing" was wrong, but I could see he was upset (I was right).

2. **Example:** My instructor sounded confident, but showed nervousness in gestures.

3. **Example:** My friends sometimes accuse me of being snobbish, but it's just that I can't see well (this shows that non-verbal cues are sometimes misleading, too!)

EXAMINATION

The final examination will consist of three sections. Sample questions below give you an idea of the questions in Sections I and II of the examination. In Section III you will have a choice of topics on which to write an essay.

Associate each of the sample statements below with the orientation to time it best typifies.

a. North American orientation to time
b. Latin American/Mid-East orientation to time
c. Japanese orientation to time
d. Indian orientation to time

1. "Let's conduct business in public; I don't like private meetings in inner offices."
2. "Tradition plays a limited part in my culture; I'm interested in history only because it helps me plan my future."
3. "We take great care in my country to pass on our heritage."

Indicate whether each statement below is

a. representative of monochronic time
b. representative of polychronic time

1. Time is like a point--almost a sacred point--and the present moment is what matters.
2. Deadlines are an unnecessary threat.

Indicate whether the expression given represents

a. technical time
b. formal time
c. informal time

1. "T minus 3 seconds, and counting."
2. "It'll be a long time before I try that again."

Indicate in each case which zone is suggested most clearly.

- a. intimate zone
- b. personal zone
- c. social zone
- d. public zone

1. No one expects to touch the other person without some special effort.

2. The close phase of this distance is acceptable in public for spouses -- not acceptable with other people's spouses. Would the concepts below be more likely associated with

a. Arab culture or b. American culture

1. Intervention in stranger's disputes.
2. Imaginary boundaries.

A TRANSNATIONAL OUTLOOK: MIDDLESEX OF NEW JERSEY FINDS REWARDS IN INTERNATIONAL BUSINESS EDUCATION

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The administration and faculty of Middlesex County College are among a growing number of Americans who recognize the vulnerability of our country should we choose to isolate ourselves and our nation from the rest of the world. There is practically no aspect of our lives unaffected by worldwide conditions and events. We, in turn, affect other nations through our country's concerns and actions.

American complacency leads to ignoring or, at least, dulling our sense of need to learn from other peoples and cultures of the world. At Middlesex County College we believe it is as important to study and understand other peoples as it is to know ourselves and our own country. There is a growing acceptance of this view by community college educators as evidenced by the number of colleges participating in international consortium activities in various parts of the country. In recent articles and studies, one detects an urgency in encouraging international education at all educational levels.[1]

There is a great need for appropriate changes to take place in the educational community to reflect international study needs when one considers that there are over 3,000 American transnational corporations with over 100 billion dollars invested overseas, and that U. S. foreign trade has long passed the 100 billion dollar per year mark.

A study conducted by the American Council on Education found that over 75 percent of those graduating with doctorates in business have had no international business courses at all, and that another 10 percent have had only one such course.[2]

It is also pointed out that: "(1) nearly two-thirds of the presidents and chairmen of the largest international firms are guiding those companies without having had any experience in the international divisions or overseas; (2) of the other one-third who had international assignments, only seven percent felt that their university training had helped to prepare them for those international responsibilities, and only 11 percent had attended executive development courses with international content; and (3) of the younger group of 73 managers surveyed in eight large international companies, only 27 percent had international courses at the university level and only 30 percent had attended executive development courses with international content."[3]

The general concept of international education has been accepted by the Board of Trustees at Middlesex County College and a variety of international related activities at the college have been encouraged and supported by the administration. Prior to the fall of 1978, faculty and students had available only limited opportunities to participate in international education activities. A number of short-term travel/ study abroad programs were offered through the division of social sciences and humanities. Cognizance was taken of the presence of approximately 60-80 foreign students on campus and efforts were made to meet their special needs through counseling services and student activities associated with the International Students Club.

Recognizing that these efforts did not nearly meet the need for global education, work was begun on the development of a proposal for a grant from the U. S. Office of Education by Virgin Blanco, then a faculty member in the department of modern languages. During 1977-78, consultations were held with outside experts and the grant proposal was finalized and funded. Interested faculty were invited to work on the project as a curriculum team, and, through a selection process, five faculty were selected for this team from among 58 collegwide applicants. Each of these faculty members represented one of the undergraduate divisions of the college: business, health technologies, science, engineering, and liberal arts. This team also served as a steering committee for a larger working group which was added during the summer of 1978.

Blanco, who was designated director of the international studies program under the grant, proceeded to implement the plans. Two additional consultants assisted; one developed an evaluation of the program, and the other worked on an international business course outline. During the academic year, seminars were held monthly for faculty, followed by workshops, to assist in developing ideas about incorporating internationally related content into viable learning experiences in appropriate curricula.

INVOLVING STAFF

In a general sense, our purpose during the first year of the Internatonal Studies Institute was to engage the faculty and administration in the process of "internationalizing" the college so that our student-oriented objectives would have campuswide support. The approach was to present international studies as a legitimate concern for all disciplines, not merely for those liberal arts areas (language and the social sciences) with which the field is traditionally associated.

Monographs were submitted by participating faculty reflecting an emphasis on diversity and our intent to include most disciplines. Topics included such diverse themes as "International Component in Nurse Education," "The International Dimension of Teaching Economics," "World Environmental Concerns in the Classroom," "Integrating Global Perspectives Into a College Reading Improvement Course," and "International Dimensions in the Teaching of Mathematics, Chisanbop."

With respect to course development activities, the international faculty team met four times during the fall of 1978 to consider proposed components for their curricular outline. Two meetings were also held with the academic deans to consider implementation of proposed courses. The first course, International Business I, was successfully offered. Four other courses, International Business II, International Distribution I, and Global Studies I and II, were readied for subsequent implementation. While the original problem in designing these courses was expected to be the selection of sufficient relevant data to include in the syllabi, the actual problem became that of eliminating excessive material and to narrow the scope and approach of delivery in the classroom.

The overall faculty activities continued during the second year of the grant in 1979-80. Twenty-five of the faculty from different disciplines enrolled in a graduate level course offered by the Rutgers Graduate School of Education in cosponsorship with the division of community education of Middlesex County College. The course was titled International Studies and the Community College Curriculum. Conducted by Professor Jack Nelson, the course is described as having two intertwining areas of focus: (1) the nature, operation, and problems of international studies, and (2) the need for incorporating international studies into community college curricula.

In addition to continuing college-wide seminars, various divisional seminars were offered on topics of interest to the faculty and students in each particular division. A three-day off-campus curriculum workshop for international education was offered and attended by 20 faculty from diverse backgrounds. This workshop was especially successful and obviously inspiring to those who attended. These faculty came away with an agenda for change and concrete recommendations emerged from the group. For instance, the five faculty from the science and engineering divisions recommended that a course on issues in the technologies be developed, focusing on humanistic questions affecting the technocrat.

PROGRAMS ABROAD

The office of international education was also recently charged with the responsibility of organizing all of the college travel programs. Since our students cannot afford expensive overseas travel, a cooperative education program in Spain was planned whereby our students, and students from other colleges in the College Consortium for International Studies, can spend an entire summer in Spain living with families there and teaching English to Spanish children. A similar program is being planned for France, Germany and Israel.

The college initiated exploration of the need for international trade programs with a decision to survey the specific international trade training needs of the business community of north and central New Jersey. Our final report, entitled, "An Assessment of International Business Education Needs in the State of New Jersey," is a study of this changing business environment and its emerging needs. Some 2,461 copies of a questionnaire were actually mailed out. The total number of responses was 311, a 12.63 percent rate of return. This is considered good in relation to the norms for a long and unsolicited survey of this kind. The intent of the questionnaire was to diagnose and quantify the extent to which responding companies are involved in international trade, and to identify the nature of informational or educational needs they have or anticipate.

The emerging pattern throughout the survey identified a need to assist in selling overseas, to identify markets, to understand market behavior, to clarify regulations, and to secure adequate financing.

The results of our survey coincided with the results of three other projects which were conducted by three very different and prestigious organizations, each unaware of the other's endeavors, until the results were made public. Several specific recommendations included in these projects are of great significance to educators interested in business and international education. These are:

(1) "Companies must be encouraged to internationlize their in-house management development programs."

(2) "Management development programs in general must all be internationalized"; and

(3) "Most of the responsibility falls on the universities (and colleges). The generalist skills should be taught there. However, given the practices of content and attendance at management development programs, most of the specialized international business training must also be taught at universities, or the burden will continue to fall on the individual to learn it on his own, or on the job through expensive trial and error."[4]

(4) "Industry and agribusiness must actively educate their respresentative communities" (on International issues).[5]

(5) "We recommend the development of a well designed and targeted educational program that includes the following elements;...technical seminars, conferences,... a continuous effort of all public and private institutions..."[6]

Conclusions reached in all three of these reports pointed to the need to internationalize business education and to promote an agressive educational policy for business people in all aspects of international business, including the cultural and linguistics areas which are so often neglected. Having identified and analyzed a major need in our community, in terms of specific courses and priorities, we set ourselves the task of identifying resources to meet these community needs. First, we brought together the most important persons in the state who served as catalysts for this project, becoming our Advisory Council. They opened lines of communication among diverse interest groups, such as The World Trade Council, The World Trade Association, the New Jersey Business and Industry Association, and the American Society of Travel Agents.

PROMOTION EFFORTS

A mailing list of potential exporters in New Jersey was then developed, later to be shared with other public and private organizations, thus coordinating our efforts in advancing exportation in New Jersey. Our staff also became directly involved in assisting these organizations in their international business promotion efforts. For example, members of our staff have been involved in planning the Annual World Trade Conference in New Jersey, registering participants, and facilitating translators. Members of our staff are invited to welcome foreign investment delegations because the college's customized training programs are a great inducement to potential foreign investors.

Another activity consisted of conferences for the business community, planned by the office of international studies, and offered through the division of community education. These were either one or two-day programs. Among topics were: (1) How To Do International Market Research--a practical introduction to the major sources of information and how to use them; (2) What Every Business Person Should Know About International Banking--basic principles and procedures using letters of credit, F.I.C.A. credit and insurance; (3) The New Economic Frontier; Africa--a survey of economic conditions in Nigeria, Liberia, and Kenya; (4) Shipping Hazardous Materials a technical seminar contrasting domestic and international procedures; (5) Export and Traffic Documenation-a survey of all export documents and their functions; and (6) How to Charter a Plane--an analysis of the comparative advantages of splitting a charter plane and other modes of shipping.

The college also offers a noncredit certificate program in export documentation. This program was organized at the request of many individuals who had taken some of our mini-courses, and who wished to receive tangible recognition. This program requires participants to complete the four mini-courses on international trade, international letters of credit, exporting techniques and documentation, and international transportation.

Enrollment ranges between 12 and 30 students per course. Every semester, in addition to the four required courses, two additional seven-week mini-courses are offered in various aspects of exporting. As a community service, the college has published materials of interest to the business community, such as the proceedings of the Annual World Trade Conference and articles featuring outstanding international experts.

Six new three-credit courses have been designed by the International Faculty Team with the assistance of consultants and business executives. These courses are:

1. International Studies I. A vehicle to attain a global perspective through the practice of academic skills and the application of both previously and newly gained knowledge. Students will be helped to see themselves and other people as part of a global interdependent system.

2. International Studies II. A comparative issue-oriented course. Using concepts developed in International Studies I, students will examine four selected global issues and how they are manifest in a variety of nations.

3. International Marketing. A sales and market approach to the fields of foreign trade. Alternate ways of distribution, patents, licenses, distributorship, and other arrangements.

4. Introduction to International Business. A survey of the most salient elements of doing business in another country or through national boundaries; culture, regulations, markets, politics, and economics. An introduction to international investment theory and trade theory.

5. Export-Import Documentation and International Distribution. A physical distribution approach to the

question of marketing overseas. While the International Marketing course focuses on the more theoretical aspects of foreign trade, this course analyzes the actual procedures.

6. Comparative Economic Systems. A nontraditional approach to the basic questions of production and distribution in different cultures.

Round table seminars are held monthly for 35 local international business executives to allow them to hear well-known experts discuss a topic of timely interest to exporters. The speakers and seminar leaders are outstanding experts in the fields of international business.

Our international project, with a mailing list containing nearly 8,000 potential exporters, has enabled the college to reach a new consitituency. The project has brought to the college funding monies and additional students. It has enriched our library with a new collection of international education and international business titles. It has brought together administrators and faculty from diverse disciplines to examine our assumptions about global education and to improve our curriculum. Its impact has been college-wide-while the modern languages department is discussing a new cooperative study/travel program to Spain, the engineering department is preparing a new course integrating global elements, while at the same time the business department is considering a new major course of study in international business.

The effects of the college initiatives have already been felt throughout the business community evidenced by their participation in our advisory groups and international business programs. They have enhanced the college's image at the highest corporate and public levels. We hope, in the final analysis, that our efforts serve not only to widen our horizons in international education, but to make us aware, informed citizens of the world.

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THE INTERNATIONAL DIMENSION OF TEACHING ECONOMICS ON THE COMMUNITY COLLEGE LEVEL

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I. Modern Economics in the Ever-expanding Business Curriculum

Today students of business are confronted with a host of dilemmas for which there appear to be few positive and succinct solutions. The unprecedented affluence achieved by American business has now faltered as we enter into the 1980's, and mixed results are pronosticated. Shortages in vital resources, high unemployment statistics, sluggish real growth while the dollar's strength fades in foreign money markets, and a return of double-digit inflation continue to baffle economists and other experts. Even more serious and often incomprehensible is the worldwide energy crisis preciptiated by increased demand for fossil fuels and restricted supplies which are manipulated by the international oil cartel. Not only have government leaders been disagreeing, but industry and consumers appear to be even farther apart in the intricacy of their suggested solutions. Likewise, public confidence in American business institutions has deteriorated over the past few years. Public mistrust and concern with the responsiveness of leading private business organizations to societal needs has led to legislation and review, while business activities are faced with close scrutiny and increasingly restrictive controls.

Our economic system is formally referred to as capitalisitic, a capitalism that implies free and competitive markets. The free market theories of Adam Smith remain more theory than practice in view of the economic concentration we find on the contemporary scene. Superficially, a regulated economy has replaced the free economy in the United States, in that legislative enactment, judicial interpretations and regulatory agencies have grown in size and scope. Beyond these simple facts, however, there is wide disagreement and consternation of opposing forces over the effects of our evolving economic system. Just as business will have to work at developing a new ideology to replace Adam Smith, and as the people, as enlightened consumers will have to work at preserving their democracy, today's students, in matters of curriculum essentials, both in business and nonbusiness requirements, will have to labor to acquire the specifics of accepted fields of specialization while mastering the basic principles necessary to cope with global realities and inevitable change.

As students analyze the inherent flaws in the market system, both on the macro and micro levels, they will eventually interpret man's interdependence in the modern era and the different kinds of forces or processes at work in every society. The social sciences overlap in that anthropology and sociology explain the culture and social processes, political science explains the culture and social processes, political science explains the political process and governmental evolution, and economics explains the interacting involvement of the market process and how it works. It is extremely difficult for a student to gain an accurate account and an honest awareness about the world's economic systems. But economics taught with a global perspective can generate that quest in which awareness will follow. An analogous proposition of the variety of mankind's activities and beliefs are often surprising to contemporary students when they realize that:

1. Two-thirds of mankind is nonwhite;
2. Two-thirds of mankind is nonchristian;
3. Four-fifths of mankind does not live under democratic rule;
4. Forty per cent of mankind is underfed, ill-housed, poorly educated and lacking minimum health standards;
5. Ignorance about others perpetuates ignorance about one's self because of ultimate comprehensive of self and of others is essentially the result of the same search.
6. The current business student is confronted by a global agenda in which foreign students, rapid communications and media bring the world to the campus, in which foreign exchange programs make readily availale study/work/service abroad and in which extracultural activities bring people, films, literature, and experts to our classrooms. Man's comparative advantage as a species lies in the use of his brain. It is this advantage that gives man the chance to develop, to conquer, and to survive!
7. Lastly, the challenge is in being adequately prepared to meet the rigid demands of modern business, in written and oral competency of articulation, in being capable at problem analysis, and in human relations where "things are accomplished through people." We must supply the fundamentals in those areas in which the learning process goes on for many years....

IV. Internationalizing the Principles of Economics I & II Courses

The international dimensions of economics are fascinating although volatile and complex; the subject matter is vital and relevant to all of us in our daily living. In our open society, it is essential that citizens understand how their system interacts with other systems; these functional correlations will assist in the learning process of man's growing interdependence. Several major criteria for a global emphasis should include:

1. Economic principles need not be abstract ideas, they can be taught as actual values and concepts explicitly used in a variety of situations at different points in the course. Encourage students to apply the fundamental principles of division of labor, specialization, growth, and/or comparative advantage to the essentials of international trade and finance, and then to recognize that these basic principles are the same ones used to analyze domestic trade and the gains from it. (A nation can only export if it imports, and the brute facts of economic history show that international cooperation is much more effective and lasting than is global isolation and/or hostility.)

2. Sound economic reasoning of enduring significance[2] should be applied within the case study methodology. (Global references and the most recent media articles should be sought when assigning library reports, discussion group activities, debates, and/or extra credit assignments.)

3. Emphasis should be placed on issues for which the student can review needed reference materials and obtain adequate sources to verify their research; often conflicting viewpoints can be analyzed in a chain of mutual causation without rendering conflicting opinions or biases. A reasonable balance of views on controversial issues should be maintained. (Often these global issues have no clear consensus as to what is universally "right" or "wrong." The usefulness of abstracting from reality to understand reality is to be encouraged; the indispensibility of abstracting concepts from the real world makes our discipline theoretical and practical.)

4. International economic problems are newsworthy items of the media: gold, the dollar's demise, or factual pictures of world trade, shortages, balance of payments, tourism, S.A.L.T., O.P.E.C., The Common Market, low-wage foreign competition, the Third World, and a host of other issues and global affairs occurrences become interesting and valuable subject matter. (Flexibility is to be encouraged in these current and ongoing issues that evolve over time. One usually encounters a set of popular biases, opinions, and emotional attachments when "foreign affairs" are studied; thus, a special opportunity is present to confront these preconceptions with facts, analysis, and pragmatic reasoning.)

5. Taking the hypothesis that student interest in economic phenomena is increasing, our global emphasis concerning world resources, real or contrived shortages, pollution, health problems, and many other significant international problems and issues can be assessed in relation to the alternative socio-economic policies and solutions available. Once the facts are ascertained, the complex assumptions of the world can be constructed as a reasonable framework within which to build intellectually.

6. Our growing interdependence was definitely felt in those recent, long gasoline lines. We have become aware of many governmental policy-oriented issues, where political expediency often subverts economic reality, and conflicts are bound to emerge. Seeking resolutions to these specific conflicts should provide a useful learning experience for students. Tomorrow's newspaper is an excellent primary source for these ongoing cases and controversies in progress throughout the world, and these keep the students alive, animated and ready for dialogue.

7. Economic growth has become one of the most contended issues of our times. Some call it growthmania when we seek more and bigger things-cars, applicances, homes, etc. The issues involve the quantification of economic life vs. the quality of life; the factors involved should produce meaningful debate, stimulating discussion and significant research. (Likewise, the energy crisis, the Malthusian thesis, automation and employment, unemployment and underemployment, inflation, doomsday predictions, and many other world problems should be assigned as student reports, class discussion and/or debates, cooperative projects and term paper requirements.)

V. The Rationale for a Global Emphasis in Economics

One may wish to discuss the differences between education as an investment in human capital that will yield a rate of return in higher income in the future, and the problems of college-educated people in finding employment in overcrowded fields and/or during recessions. This is a splendid way to teach the opportunity cost concept. One may then turn to international economics, on both the macro and micro level, whether it be population, pollution, energy, or the plight of the marginal worker, and again a key variable in determining the essential issues will go back to the concept of the opportunity cost. Students will note that a coherent thread of economic theory is discernible throughout all of these contemporary issues....

Clearly, the American economic system does not exist in a vacuum. Each year, we buy and sell more than $125 billion worth of commodies in world markets. We are crucially dependent on foreign sources of raw materials that range from anchovies to zinc, but especially on petroleum, coffee, chromium, bauxite, tin, and uranium to mention only a few. In turn, much of the world depends on our exported technology. Business and financial changes in one country have rapid and pronounced ripple effects in all others. In an economic sense, the planet has shrunk considerably.

The most controversial economic development in the internationalization of world resources, production and consumption has been the multinational corporation (MNC), which has forged a new era of extensive power, influence and control. They have caused profound changes in the structure and organization of all domestic economics. Our well-being depends upon economic decisions and actions of transnational businesses, often American owned, but operating beyond our shores. In the simplest terms, the MNC is an enterprise based in one country but carrying on different activities of production, extraction, research, services, and sales operations in many other nations. In general MNC's are highly integrated and diversified; their huge size and economics of scale are enhanced by their ability to shift capital assets, resources, and production according to profit objectives. The old constraints of geography, intragovernmental laws and taxes, and nationalism are minimized. The directors of the MNC are beyond the control of any government. (Cf. The activities of I.T. & T. in Chile, Lockheed in Japan, or Ford Motors in Rhodesia.)

Sometimes the MNC take the form of a single company such as Pepsico with a comparatively limited product line; it manufactures Pepsi Cola in 114 foreign countries in over 500 plants, two-thirds of which are foreign enterprises. More frequently, the MNC takes the form of a giant international conglomerate such as I.T.T., Ford, Exxon, and General Motors. Ford is a conglomerate of over 60 subsidiary companies, most of which are located overseas and whose activities range from autos to radios, machine tools, mining, and to appliance manufacturing. The MNC's economic effect on host and parent nations are far reaching and hotly debated; their supranational power and influence cannot be controlled.[5]

Many economists maintain that MNCs have gained unjustifiable economic power that now poses a threat to American workers, consumers, and to our standard of living. Marxists perceive this worldwide expansion as an extension of capitalism's drive to maximize profits whatever the cost; they contend that it is in the MNCs success that the capitalist system is ultimately doomed to failure. This state of affairs has caused many intellectuals in the Third World to become proMarxist. Our students should understand the factual content of this controversy.

The above is one of many international economic conundrums that should receive greater scrutiny. Other issues of worth include international trade policies and low profits in some basic industries, unemployment and the falling value of the dollar, large balance of payment deficits and increasing energy dependence, Japan and Germany enjoy success and financial stability through their overseas market domination, and many other issues. Today there is growing concern about diminishing productivity, resource misallocation, capital shortages and the interlinking problems of unemployment with inflation...

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WORLD ENVIRONMENTAL CONCERNS IN THE COLLEGE CLASSROOM

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INTRODUCTION

For the past five years, I have been teaching Environmental Science courses. In that time, I have come to perceive a need for the incorporation of our international focus in the study of environmental science. It appears that others teaching in the field have identified the same need as a greater number of textbooks and other United States publications now take a global approach to the science.

We are at a time in history when the environmental problems facing us as a nation are the same problems facing us as members of our global community. We should no longer attempt to correct national environmental problems without taking into consideration the possible global ramifications of our own activities or of the desirability of fashioning international solutions. It is intended that students understand the scope and complexities of environmental problems and identify and evaluate alternative approaches thereto. They will be better equipped to do so after their eyes and minds are opened to the international aspects of environmental problems.

This monograph can be used to incorporate this international aspect into environmental science courses across the United States. Generally, students are not unaware of the existence of environmental problems. They are, however, unaware of the whys and wherefores, and their focus is, at times, parochial.

New Jersey is a good example of a state with a wide variety of environmental problems. Any one of these problems, ranging from air pollution to disposal of toxic substances, could be studied from an international perspective. Students would surely benefit from this approach because they would be studying problems that they are living with directly, and would see how such problems may be caused by activities elsewhere, or may result in other types of environmental problems far away.

THE GLOBAL NATURE OF ENVIRONMENTAL CONCERNS

The United States Department of Environmental Protection has an ongoing program of international cooperation with many countries in the world. Table I summarizes the research, development and demonstration programs currently in existence between the United States and other countries. This table is found in Appendix I.

The benefits of these activities are threefold: First, some of the problems we face, such as depletion of the ozone layer or protection of the Great Lakes, are inherently international, and a unilateral approach to their solution would be inadequate. Second, just as our technology is superior in some areas, other nations have areas of experience and expertise which allow for an efficient mutually beneficial sharing of information. Third, the reduction or elimination of pollution anywhere on the globe is, in a larger sense, of benefit to all who live on this planet.

There are many environmental problems that could be studied from an international perspective. I will identify three areas that are presently being studied jointly by the United States and other countries in the world.

1. Atmospheric Pollution Atmospheric pollution is a major area for international cooperation because airborne pollutants travel across national boundaries, continents and oceans. Air pollutants may be generated in one part of the world and in a short time be transported to another part of the world. In recent years, contaminants generated by fossil fuel plants in London have been carried, via the air currents, to locations far beyond their boundaries. Much vegetation damage has occurred in the forests of Sweden because of this.

The United States and Canada have an increasing number of cross-boundary air pollution problems that require analysis and resolution through bilateral contact. Presently there are at least eight major stationary source pollution problems between the two countries, none of which is easily resolvable. The major need in each problem area is for better information of the potential impacts of sources on health and welfare in both countries.

In addition, EPA and Environment Canada are working closely on problems of mobile source air pollution, principally to foster the more than $18 billion annual trade in our integrated automobile manufacturing and marketing structure.

EPA also works under a U.S.-Mexico agreement to study the transport and effects of air pollutants across our southern border. Both environmental agencies are developing a plan to establish a formal exchange of information, training and monitoring. It is expected that this joint project will assist the Mexican government in designing and implementing an air monitoring network system. Future activities may include joint studies to determine the transport of air pollutants across the border in both directions and to work out mutually agreeable control programs.

Our atmosphere is an envelope of gases supplying us with our much needed quantities of oxygen and nitrogen. There are two major layers of this envelope--the troposphere lying directly above the earth, and the stratosphere lying directly above the troposphere, about 50 miles from the earth's surface. Each layer serves a different purpose - each one contributing to protecting us from something different.

As a global community, we are presently experiencing atmospheric pollution problems that inherently affect each and every one of us. If you live on the planet earth, there is no escaping these problems and their possible consequences.

I will enumerate three problems and discuss each one individually as it pertains to our global community.

I. THE GREENHOUSE EFFECT The earth's atmosphere is presently being altered by human activities. One of the most significant of these alterations is the addition of enormous volumes of carbon dioxide from the burning of fossil fuels...

A second phenomenon of global significance is the potential depletion of the ozone layer due to the spread of man-made ozone-destroying substances into the stratosphere....

A. Fluorocarbons Fluorocarbons are gases which contain fluorine, carbon and chlorine. They are relatively inert in that they will not burn, go into solution or react with other chemicals. About 50% are used as propellants for some aerosal sprays. The other 50% are used for car air conditioners and freon in refrigerators. In 1977 about 40% of the fluorocarbons were being produced in the United States with the rest mostly in Western Europe and Japan....

B. High-Altitude Flight All hot engines, including aircraft engines, produce oxides of nitrogen. The oxides of nitrogen act as catalysts in the ozone-depleting reaction....

II. DISPOSAL OF SOLID WASTES AROUND THE WORLD One of the major problems facing our global community is the safe and sanitary disposal of its solid waste. We are currently producing over five billion metric tons of solid. This waste is expected to increase substantially over the next twenty years....

III. WATER POLLUTION One of the major problems associated with world water supplies is that of pollution. Drinking water must be pure, clear, and free from all noxious matter and disease-causing organisms. It is hard to determine the point at which water is said to be polluted. A river that has passed through a populated area may be filled with sediment, but does that make the river polluted? If the water is to be used for human consumption, then it may be considered polluted. If, however, it is to be used for industrial or municipal street cleaning, it may not be considered polluted. Today we are faced with contamination of our water ways by toxic chemicals. Many of these long-lived chemicals are extremely harmful in very small quantities. If we were to examine the water pollution problems affecting different countries around the world, we would find a variety of problems with a multitude of causes....

SUMMARY Almost without exception, the causes and effects of the types of environmental problems discussed herein would be more fully understood by the student if the approach to study encompassed a global perspective. It should be clear from this brief discussion that environmental disorders have no respect for man-made political boundaries. The student must be made to appreciate this fact and recognize the need for cooperation among the nations of the world in research, development and implementation of solutions to our environmental problems.

EMPHASIZING INTERNATIONAL EDUCATION: THE CASE OF SOCIOLOGY

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INTRODUCTION

The purpose of this monograph is to describe how a college instructor could expand an introductory sociology course to include international components. It will be divided into three sections. The first section will be largely descriptive, focusing upon the typical content of a first introductory sociology course, citing appropriate examples. The second section will develop a rationale for integrating global dimensions into the course, and the third section will make specific suggestions and recommendations regarding the incorporation of global perspectives into introductory sociology sessions.

CONTENT

The typical college student taking sociology for the first time is often amazed at the plethora of possible perspectives that occur when analyzing social behavior. The introduction to the course, usually lasting about one week, emphasizes a vivid awareness and congruence between an individual's private world and the larger society, an aspect of what Mills aptly labelled the "sociological imagination" (1959). For example, although individuals inhabit and therefore experience a private sphere or orbit of activity, such as family, occupation, or peer relationships, these elements are located within the larger matrix of patterned, expected and predictable occurrences. The first rule of social life is that the expected is taken for granted, and the unexpected leaves impacts. During the first week, then, the student is exposed to the notion that sociology explores social structure, but that this structure is continually being shaped by the individuals within it.

Sociology offers individuals the opportunity to take a fresh look at a familiar scene, and as such, exhibits various perspectives for digestion. It is necessary to maintain that individuals are what they are, behave as they do, and believe what they do because they are products of a given social structure at a particular moment in history. A Chinese or Indian peasant views a vastly different society than a middle-class American.

Consider the following scenario. A wedding is taking place and the bride is dressed in a white gown and the groom in a black tuxedo; the band is playing and everything is as it should be.

Although this might be indicative of an American situation, if we zoom in on the couple, we find they are no more than thirteen years old and they were introduced to each other one hour ago. The scene is rural India, not middle-class America.

The origins of sociology are international in scope. As Nisbet (1966) maintains, the Industrial and French Revolutions, both European in etiology, provided the impetus for the birth of the discipline. The impact of Adam Smith's Wealth of Nations upon the intelligentsia of Europe ushered in a warning of the affects of the forthcoming transformations. As such, in order to comprehend the root progressions of sociology, the aspects of both revolutions should be presented.

Several key features of the Industrial Revolution were the conditions of the worker, property allocations, urbanization, technology and alienation. While it is beyond the scope of this paper to explore each item in depth, one of the items, property, will be discussed as an example.

Although both conservatives and dissidents of the social systems in Europe had opposing viewpoints concerning property (i.e. for the former, property was the indispensable basis of family, church and state, while for the latter, it signaled the fostering of social inequities), there was one point of agreement--that large-scale industrial property and the inevitable abstract and impersonal social relationships fragmented social interaction. If this example is paralleled to modern times, the student can comprehend that multinational corporations, with economic solidarity as their goal, place the individual in a secondary capacity. As Marx cited, the individual becomes a unit of labor, which may be replaced. In addition, individuals become removed from the core of economic decisions: as economist Joseph Schumpeter asserted, "...a people in whom hard property has softened to possession of impersonal shares of stock will never even notice the transition, when it comes, from capitalism to socialism" (quoted in Nisbet, 1966:27).

The French Revolution had no less an influence upon the prevailing European traditions and dogma. After the disruption of the social order, the salient issue was the formation and leadership of a new regime. Here, the works of sociologists, such as Comte and Durkheim, who, of course, were French in citizenship, provide the membrane for the embryonic ideology which was to mushroom into sociology. According to Comte, it was the pretended notions of equalitarianism which ultimately led to European moral disorganization. For Durkheim, the replacement of corporate consensus with individual placement looms as a key impulse for the birth of a new social order. As such, the French Revolution might appropriately be termed the first ideological revolution, in that reconstruction of a new social system was undertaken. In effect, then, the introductory sociology student, in order to become thoroughly acquainted with the subject, must comprehend the European fervor which planted the seeds for a societal or macroanalytical focus. By definition, sociology is international in scope, since its early progenitors were not American.

Once the student is introduced to the historical components of sociology, the fluidity with which international dimensions may be included becomes apparent. For instance, while introducing Durkheim's classic work on suicide, in which police records were carefully scrutinized in an attempt to answer the perplexing phenomenon of individuals taking their own lives, the instructor can focus on the macro, rather than on the micro, perspective. For Durkheim, the question was not why a particular individual committed suicide; rather, what in the formation of the social structure fosters this action. As such, emphasis was directed away from the individual and toward the groups or social structure to which these individuals belonged. Since European society (i.e., the post-French Revolution order) was characterized by intense degrees of individuation and psychological alienation, Durkheim was able to empirically proclaim that the degrees of distance individuals felt from integration within their society were the important causes for suicide.

The introduction of the concepts of culture and socialization provide rich opportunities for the inclusion of international dimensions. The elements of the former include norms, symbols and language. Norms are the guidelines people follow in their relations with one another; they are the shared consensual standards of conduct (Light and Keller, 1979:83). It is obvious that norms vary from society to society and the possibility of cross-cultural comparisons are voluminous. The following example will illustrate how sociology students can become aware of the variety of social mores by making international comparisons:

> Among the Ila-speaking peoples of Africa, girls are given houses of their own at harvest time where they may play at being man and wife with boys of their choice. It is said that among these peoples, virginity does not exist beyond the age of ten. In contrast, among the Tepoztlan Indians of Mexico, from the time of a girl's first menstruation, her life becomes confined...no boy is to be spoken to or encouraged in the least way. To do so would be to court disgrace, to show oneself to be crazy or mad. (Ember and Ember, 1973:318).

Symbols are objects, gestures, colors or designs that represent something other than themselves. It is necessary to emphasize, that symbols are arbitrary, varying from society to society, and among collective representations. For instance, some Brazilian Indian tribes paint their faces with multicolor stripes to signify their tribal unity; thus, others viewing these stripes are treated to a symbolic representation of tribal unity in the same way that, say, the Amish wear lengthy black coats and large black hats.

Languages are symbolic communication systems. Studies of different languages yield numerous insights into the ways individuals perceive and interpret their world. Linguists Sapir and Whorf theorize that language does not simply reflect individuals' societal compositions, but actually shapes thoughts and directs conceptions of reality systems. That is, language allows individuals to define, interpret, re-interpret, and reinforce their perceptions and conceptions of their world.

Socialization is the process of acquiring the physical, mental and social skills that a person needs to survive, become, and continue to be a functioning societal member. The society into which an individual is born will control the patterns of forthcoming socialization. For example, in American society, respect, especially for elders, is taught to children at an early age. The Yanomamo of northern Brazil, on the other hand, encourage what Americans would consider extreme disrespect, so much so that Chagnon has termed them the "Fierce people" (1968). Small boys are applauded for striking their parents in the face. Extreme aggression is mandatory in order to survive in the unrelenting environment of northern Brazil and this socialization pattern serves to "toughen" Yanomamo children, especially males. Another example, The Hausa of Nigeria have strong taboos against a mother having sexual intercourse with a man until her child is at least two years old. Whiting, in "Effects of Climate on Certain Cultural Practices," quotes a Hausa woman:

> A mother should not go to her husband while she has a child she is suckling...if she only sleeps with her husband and does not become pregnant, it will not hurt her child, it will not spoil her milk. But if another child enters in, her milk will make the first one ill (in Goodenough, 1969:518).

In tropical climates protein is scarce, and if a mother were to nurse more than one child at a time, or if she were to wean a child before he or she reached the age of two, the youngster would be prone to kwashiorkor, an often fatal disease resulting from protein deficiency. Sex prohibitions, necessary to enhance the chances for survival, become mandatory.

The preceding examples suggest that in order for sociology students to comprehend their own society and culture, cross-cultural comparisons are needed. No custom is good or bad, right or wrong in and of itself. Each custom must be examined and evaluated within the context of the particular social structure in which it appears. The content of the introductory sociology course must include international dimensions if the student is to grasp and appreciate the influences that the macro-order contribute to individual behavioral patterns.

Having explored, through descriptive illustrations, some of the material normally presented in the introductory sociology course, we will now continue with the second section, a discussion of the inclusion of international components into the introductory sociology course.

Rationale for the Inclusion of International Components in an Introductory Sociology Course Sociology locates its roots in the natural sciences. One of the fundamental goals of Comte was to provide a calculus for human nature that would approximate the natural sciences. This immediately caused a problem. The development of a vocabulary which could describe individuals' sentiments and cultural capacities often distorts perceptions. Such concepts as "superego," "rational orientation" and "emotional involvement" "...fail to discriminate among the symbolic meanings that actually exist in the rather complicated structure of man's sentiments" (Bruyn, 1966:85). In essence, they fail to distinguish among the qualities of human experience and to explain the consequences of cultural adaptations. Perhaps Weber's concept of Verstehen comes the closest in calling for an appeal to concentrate on an inner perspective orientation. In general, however, the social sciences have sought to avoid the dimension of personal comprehension and have developed their own rationale for explaining man in society. Thus, the abandonment of natural scientific laws as applicable to human beings is the first priority in developing a meaningful scheme for an understanding of human beings.

Several attempts, at least in sociology, were forthcoming. For example, the development of the qualitative research method, also known as participant observation, has been showing (with varying degrees of success) that it is possible to assume a human perspective without violating basic research standards. The major prescription here is to study individuals without identifying, judging or attempting to alter them (a position with which technocrats might not concur). The overriding emphasis is to judge individuals from the subject's own viewpoint.

The term "participant observation" is in itself revealing. To participate means to be "a part" of something, yet never losing sight of the basic goal of observation. Thus, this method considers human experience to be verifiable and within the purview of sociological inquiry. What can be humanly experienced and cognitively comprehended can somehow become the knowable, legitimate avenues for study. As Bruyn maintains:

> It is through the experience of human events and social acts, which include man's rational powers, that the inner and outer worlds of man conjoin to create human fields of knowledge; that is, both the physical reality of, say, a landscape and the spiritual reality of a legend or a myth find their mutual relationship and their symbolic meaning through a human reality (1966:87).

If, using this method, inductions or deductions are made on the basis of the analytical framework of a particular culture or society, it is mandatory that a dual vision be employed: the general, universal human activities (which sociologists conveniently term "cultural universals") and including classical symbolic interactionism, ethnomethodology and dramaturgy and the unique and particular human dimensions of a selected group. It is through the convergance of the general, broad "human" elements and the specific manifestations of human conduct that a human perspective can be developed and continued.

The incorporation of an international dimension allows precisely this to occur. It can bridge the gap between metaperspectives and microanalysis. Before individuals' activities can be comprehended, the researcher (or introductory sociology student) must be sensitized to the Gestalt of the phenomena under scrutiny. In an attempt to account for sociology's reliance upon phenomenological concepts, Gurvitch explains that an understanding of individuals' levels of social reality must include a "...study of cultural patterns, social symbols, and collective spiritual values and ideas, in their functional relations with social structures and concrete historical situations of society" (1942:43-47). This approach requires empathic participation with the cultural symbols in the social life of the individuals being researched, studied or taught.

Although international studies can foster a greater understanding of one's own culture, certain methodological considerations arise. For example, to what degree can an instructor conceal his or her own standards, biases or judgments to avoid destroying the interpretations of the students' assumptions about objective reality? To what degree is ethnocentrism undesirable? In his Biographia Literaria, Coleridge maintained that:

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> ...in this idea originated the plan...in which it was agreed that my endeavors should be directed to persons and characters supernatural, or at least romantic; yet so as to transfer from our inward nature a human interest and a semblance of truth sufficient to procure for these shadows of imagination that willing suspension of disbelief for the moment, which constitutes poetic faith (italics mine; 1906:161).

The sociologist, in seeking to understand and thereby to teach, must, as a social scientist, suspend a disbelief in the realities of foreign cultures, groups or societies. An international component enables the student to eye various moral codes, a la Edmund Cherbonnier:

> ...an adequate philosophy of life must not only include everything but affirm everything. It must not suppress any aspect of reality simply because some particular moral code finds it offensive or ignoble; it must not disparage any human emotion or action simply because some find it unpleasant or shocking. Conversely, it must not prefer other aspects of life simply because they are accounted "beautiful" or "good." This would undly elevate a mere part at the expense of the whole. In short, if the truth is in the whole, then reality is neutral, not partisan (1957:26).

As a science, sociology does not prescribe what ought to be (which is subjective), but describes what is (which is probably also subjective, but hopefully, less so). Values and truths are presented as two distinct entities, yet they remain bound by a common perspective, since each is a fundamental and salient feature of human existence. If the aim of the sociologist is to mesh validity of both values and facts or occurrences as they are expressed in a given social structure, the inclusion of an international perspective can facilitate this endeavor. For example, Weber, in The Sociology of Religion, points out the similarity among religious groups who exhibit a common concept of salvation involving "mystic illumination." These groups believe that a Creator can "...speak within one's soul only when the creaturely element is altogether silent. In agreement with this notion, if not with these very words, is all contemplative mysticism from Lao Tzu and the Buddha up to Tauler" (1963:168). In this way, Weber identifies common elements (facts or occurrences) underlying otherwise diverse religiosities (values).

The perspective of individuals as viewed by an instructor sensitive to international dimensions yields understandings and explanations which combine both inner and outer worlds. It is through this sensitivity to life that the formation of concepts explaining the human experience takes place. As Rickman has maintained:

> ...the starting point from life and the constant connection with it form the first fundamental feature in the structure of human studies; for they rest on experience, understanding and knowledge of life... life and experience are the ever freshly flowing sources of the understanding of the social-historical world, starting from life, understanding penetrates into ever new depths; only in reacting on life and society do the human studies achieve their highest significance and this is constantly growing (1961:124-25).

Suggestions and Recommendations for Incorporating International Dimensions into Introductory Sociology Courses

Sociology texts typically include cross-cultural studies. As such, international components become salient and integral features of class lectures and discussions. Robertson's text and the second edition of *Sociology* by Light and Keller are saturated with cross-societal comparisons. Following is an example of how a sensitivity to another culture could aid in the comprehension of one's own culture, taken from Robertson's *Sociology* (1977:63).

In attempting to explain the variation in human cultures, an ecological approach, analyzing cultural elements in the context of the total environment in which the society exists, is presented. Robertson cites Harris's application of the ecological perspective to the apparently irrational veneration that Indians have for cows:

> Harris points out that the cows perform a number of irreplaceable economic function. A large part of the Indian population lives on farms, and at least one pair of oxen is needed for ploughing purposes on each farm. These farming families live on the brink of starvation and cannot afford tractors. They must use oxen, and oxen are produced not by factories but by cows. Widespread cow slaughter would worsen the already critical shortage of draft animals, making the existing farms too unproductive and driving as many as 150 million impoverished and unemployable people into the already crowded cities...moreover, the cows provide India annually with some 700 million tons of manure, about half of this total is used as fertilizer by farmers who could not possibly afford chemical substitutes...

Thus, by incorporating an ecological approach into the lesson on culture, students receive exposure to another country's need for cows. It is suggested that wherever possible, sociology instructors employ examples and explanations such as the one mentioned.

Applying the work of Hanvey (1979:22-27) to sociology courses, several suggestions and recommendations may be cited:

1. Encourage sociology instructors to include cross-cultural films, lecturers and discussions in the classroom. At Middlesex, for example, in additon to the examples presented in this paper which form a basic membrane for the author's course, some instructors show films on the pygmies of Africa and often use Turnbull's work on African societies as supplemental material.

2. Encourage sociology instructors to share mechanisms by which international dimensions are included in coursework; encourage to faculty to overcome an "Isolationist" policy which often exists.

3. There should be continuous references to international and global problems, whether they revolve around food, population, political or economic arenas. The instructor should attempt to compare the U.S. with other countries as much as possible.

4. Funds should be available for speakers on international topics of interest to students, as ascertained by polls or surveys.

5. Encourage students to relate and discuss international problems and issues with their parents. Parent demand for international education is almost nonexistent.

6. Establish a separate bibliography for students which consists of international readings and encourage them to report on some of these, perhaps as extra credit at first.

With reference to the first suggestion, it is apparent that instructors must be convinced of the need to include international dimension in their lectures. Fernandez's "The Promise of Sociology (1979) implores sociologists to provide dynamic and revolutionary answers to some of the social problems facing us today. Doing so must include international components, for if sociology enables students to acquire insights into their personal and social development, our society must be analyzed with respect to other cultures. As the world "shrinks" and countries become increasingly dependent upon one another, international perspectives are mandatory.

Second, many instructors have little or no knowledge about what other instructors are doing in their classes. Often, instructors teach within their own microcosms and do not benefit from the expertise of their colleagues. If international components are to be successfully integrated into the introductory sociology course, instructors must share their talents with others.

Third, assuming instructors are convinced of the need to incorporate international facets into their courses (suggestion #1), they must continue to do so, consistently, once or twice every lecture.

Fourth, a given college or university should include in the budget of the sociology (or social science) department appropriate funds and allocations which would allow guest speakers on topics of current international interest to relate to both faculty and students.

Fifth, students must be made to see the need and relevance of international studies as it influences their own personal lives. To this end, team teaching (for example, between a sociologist and an economist) is beneficial. Students should bring the classroom materials back to their parents for further discussion. If the instructor appears enthusiastic about the material, hopefully the students will also. The instructor might ask the students to report on their parents' opinions of the given topic.

Sixth, by including international readings in the course syllabus, students' exposure will be broadened when they are outside the classroom.

The previous six recommendations and suggestions present a beginning for the focus of international dimensions in an introductory sociology course. Through a continuous exposure to cross-cultural orientations, students may gain greater insights in the challenge of how to know man in a human sense. Although this was one of the purposes of the historical development of existentialism and phenomenology, sociology must take its place along these lines. As Bruyn asserts, "...the culture and organization of people in society should be subjected to objective analysis...this is done as part of the purpose of understanding people in partuclar and valuing their individual existence" (1966:122). International perspectives can go a long way toward providing this demand.

COURSE SYLLABUS FOR INTRODUCTORY SOCIOLOGY

Introduction
Offers a general overview of the discipline as well as various perspectives on human society and social behavior.

Methodology/Research
Discusses the methods that sociologists use to investigate the social world, analyzing causes and effects in social behavior.

Culture
Presents sensitizing information regarding social relationships of various societies in comparison with the U.S.

Society
Emphasis on the patterned and predictable relatively smooth network of social relationships in society.

Socialization
Examines the processes through which individuals become and continue to be functioning societal members. Offers the opportunity for many cross-cultural comparisons.

Social Interaction
A microanalytical exposure of everyday social contact. Hall's work on proxemics presents interesting and salient comparisons.

Social Groups
Focuses on both large and small groups and the way they influence individuals' behavioral expectations and occurrences.

Deviance
Analyzes behavior that violates cultural normative expectations. Presents various theories to dissect behavior.

(Time permitting: Chapters on social class, stratification and ethnic studies are discussed.)

Note: This outline is for the first introductory sociology course, SOC 121; at Middlesex, a year of basic sociology is offered. The second course involves primarily social institutions. Certainly, international perspectives can be an integral part of the course.

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INTERNATIONAL EDUCATION PROJECT: ACCOUNTING FOR MULTINATIONALS

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As an Associate Professor who has practiced accounting with several large national U.S. companies, and having taught most accounting and accounting related courses, I find a definite need for more financial discussions and treatments of accounting problems concerning multinationals and foreign subsidiaries. College texts used by students in Intermediate Accounting II, a fourth semester accounting course, deal mainly with U.S. companies and U.S. affiliated or subsidiary components. There exist many areas where multinational accounting concepts may be interwoven in the advanced accounting course previously mentioned. Some typical areas are found in chapters on consolidations, investments in unconsolidated subsidiaries, or consolidations of foreign currency and exchanges, the effect of gains or losses on foreign assets by currency fluctuations, and use of return on investment performance evaluation. There is a need to incorporate more information on Foreign Tax Credit concepts.

It is with the accounting profession that some of the more important differences, both attitudinal and conceptual, between national conditions are encountered. There are differences in the exclusiveness of the work performed by the members of the accounting professions, and in their organization, status, training and numbers. In most countries the emphasis is placed upon a theoretical training, concentrating on legal aspects.

In comparing and contrasting present accounting, auditing, and reporting practices in different countries, a surprising number of similarities come to light. Although it is true that a multitude of differences do exist, many of these are 'stage of development' differences. There commonalities and differences are well illustrated in a booklet published by Price Waterhouse International, 1975, entitled "Survey of Accounting Principles and Reporting Practices in 46 Countries." There are considerable variations in practice in the interpretation of financial statements throughout Europe, but harmoni ization proposals to date tend simply to recognize, rather than attempt to resolve, the problems.

Reported earnings are often unrealistic because--

1. Valuation of assets may be made meaningless by a reliance on historical costs, especially in times of inflation.

2. Treatment of extraordinary items, associated company and consolidated earnings, all affect significance of reporting results.

3. Reported income may be distorted because of taxation considerations.

The development of the European Economic Community has highlighted the international need to develop some common basis for business practices and accounting systems which evolved in different national circumstances and objectives. Considerable diversity of accounting practice exists, arising in part from each country's stage of economic development, and in part from different cultural influences.

Accounting standards range from the flexibly pragmatic standards of the United Kingdom, through the principles of "good housekeeping" and "orderly bookkeeping" of Holland and Germany respectively, to the rigidly prescriptive requirements of the French Plan Comptable. Only the UK has made any standards mandatory. The rules outlined by the French Plan Comptable and, to some extent, by the German "orderly bookkeeping" system are more concerned with outlining a procedure than with instituting standards of accounting practices.

Performance evaluation of subsidiaries in a multinational corporation looms as one of the most significant and yet unresolved issues in the field of international accounting. The purpose of subsidiary evaluation is basically the same in multinational corporations as it is in domestic corporations.

Basically, performance evaluation convers four major purposes --

1. It helps to ensure that actual financial performance of the subsidiary agrees with expected performance.
2. Performance evaluation facilitates comparison between subsidiaries.
3. Performance evaluation systems serve the purpose of alerting top managers to possible problems or potential mishaps in the offing.
4. Performance evaluation assists top management in making resource allocation decision.

A study by Robbins and Stobaugh concludes that 95% of multinational financial officers judge foreign subsidiaries in precisely the same manner and on the same basis as they do their domestic subsidiaries. The basic measure of performance used was Return On Investment (ROI). There are basic flaws in using ROI as a performance indicator. Historical costs bear little resemblance to future costs, and the accrual method of accounting leads to a significant degree of arbitrariness. In the case of multinational companies, organizational structure and environmental considerations renders the use of profit measures as prime criteria for evaluation of subsidiary performance totally obsolete and misleading.

A popular misconception is that multinationals, in an attempt to circumvent high labor costs in the United States, go abroad to capitalize on lower production cost. Several studies indicate the prime determinant motivating a company to go overseas is market demand. Other less important reasons are trade restrictions and investment regulations; only a minority of companies cite labor cost advantages as the principal reason for going overseas.

To impose a set of predetermined performance criteria on all subsidiaries is misleading and unfair. As an example, Sweden sells ball bearings through both its Dutch and Brazilian subsidiaries. These subsidiaries are engaged in similar functions selling similar products. However, industry structure and different rates of inflation render their manners of conducting business drastically different. In Brazil where inflation is rampant, as it is in most South American countries, there is a tendency for management to extend accounts payable, to mortgage fixed assets, to implement periodic price increases and to minimize inventories.

Hence, a very important problem stems from consolidation of subsidiaries' accounts at the end of an accounting period. For reporting purposes, it is required that operating and financial results in different currencies be translated into the reporting currency of the parent, dollars in the case of United States domiciled multinationals. The economic repercussions from currency fluctuations can have significant impact on subsidiary earnings.

Another unique multinational problem is the fact that prevailing raw materials and product prices do not always reflect opportunity costs. This reduces the reliability of any net income figure, particularly in developing countries which use tariff walls to protect infant industries, or in countries where wage and price controls are imposed. Protective tariffs, for example, allow domestic manufacturers of protected industries to realize above average revenues. Under these circumstances, can one rely totally on the bottom line in making comparisons between different subsidiaries?

Instead of making comparisons between subsidiaries, it is more appropriate to evaluate against pre-set standards, as determined by local conditions. A rigid, uniformily imposed set of trade-offs defeats the purpose of a dynamic evaluation system. As an example, a 6% decline in one period's prices might be deemed acceptable in return for a 10% increase in market share in one operating environment. Subsidiaries should only be evaluated in terms of variables over which they have a reasonable amount of control.

Intermediate and Advanced Accounting textbooks are continually revised in an attempt to keep abreast of changing national and international developments. Inflation is only one aspect that necessitates change. Even the most updated text material is unable to incorporate all current accounting policies. Supplemental current material must be included in classroom lectures to insure the most recent accounting practices.

In our own Intermediate Accounting II course outline, frequent opportunities present themselves to introduce and expand on text material covering foreign subsidiaries--for example, Chapter 18 - "Acquisition of Investment Securities" - cost, equity, and market value methods. Also, in the same chapter, "Consolidated Statements" lends itself to incorporate additional discussions and problems relating to foreign subsidiaries. The accounting educator can find similar areas, such as in Intermediate Accounting I,--chapters on Financial Statements, Inventory Evaluations, and Investments Accounting--in which to enhance course content with foreign accounting supplements.

Translated accounting data should reflect economic reality as much as possible. Accounting data regarding foreign operations of MNC's are rarely likely to reflect economic reality. Consequently, simple figures of reported income or net worth are likely to be misleading unless modified or supplemented with other detailed data.

The following is an example of information about current accounting principles that should be included in an intermediate accounting course lecture:

The Financial Accounting Standards Board (FASB), composed of seven full-time members to establish standards of financial accounting and reporting, is recognized by the accounting profession as that board authorized to specify accounting principles and procedures on specific accounting issues. Today, one of the most pressing and controversial issues in accounting relates to FASB Statement No. 8. This Statement establishes standards of financial accounting for translating currency transactions and foreign currency financial statements. It states that foreign currency transactions should be recorded using the rate in effect at the transaction date. The recorded amounts representing money or claims to money (e.g., cash, receivables, and payables) should be translated at each subsequent balance sheet date using the current rate, and accounts carried in foreign financial statements on the basis of historical costs (e.g., property, inventory, and goodwill) should be translated using historical rates. The aggregate exchange gain or loss included in operations for the period should be disclosed in the financial statements or in a footnote. The provisions of the Statement are effective for fiscal years beginning on or after January 1, 1976. Previously, current assets and liabilities were translated at current rates, noncurrent assets and liabilities were translated at historical rates, and net translation gains were deferred.

EXCHANGE RATES An exchange rate is "the ratio between a unit of one currency and the amount of another currency for which that unit can be exchanged at a particular time."

The FASB Statement requires certain accounts and transactions be translated using the current rate (the rate in effect at balance sheet date) while others are to be translated using the historical rate (the rate in effect when a specific transaction or event occurred).

Multiple exchange rates exist. Countries such as Argentina, Belgium and Uruguay use multiple rate. In Argentina, for example, designated rates apply to import and export transactions while a different rate applies to dividend remittances and other transactions.

FOREIGN CURRENCY TRANSACTIONS The most common foreign currency transactions result from the import or export of goods or services, foreign borrowing or lending, and forward exchange contracts. With the exception of forward exchange contracts, translation of foreign currency transactions is accomplished by:

1. Measuring the transaction at the transaction date in dollars using the exchange rate in effect at that date.

2. Adjusting any recorded dollar balances representing cash and receivables or payables at the balance sheet date using the exchange rate in effect at the date of the balance sheet.

3. Adjusting the carrying amount of assets carried at market expressed in a foreign currency to the equivalent dollar market price using the exchange rate in effect at the balance sheet date.

IMPORT OR EXPORT OF GOODS OR SERVICES The Statement views import or export transactions as being composed of two elements--the sale or purchase and the settlement of the related receivable or payable. Changes in the exchange rate which occur between the time of sale or purchase and the settlement of the receivable or payable should not affect the measurement of revenues from exports or the cost of imported goods or services.

Example On January 15, 1979, a company purchases goods from a foreign supplier, payment for which must be made in 100,000 units of foreign currency. Exchange rates are as follows: January 15, 1979$1.25; March 31, 1979 (date of interim balance sheet)--$1.18; and April 10, 1979 (date of payment for the goods)--$1.20. The company would record the purchase at $125,000 (100,000 x $1.25). The cost of the goods purchased would not be adjusted even though settlement of the related liability would only require $120,000 (100,000 x $1.20). In preparing interim balance sheets prior to settlement of the payable, the amount of the liability would be adjusted based on the rate in effect at the interim dates, and an exchange gain or loss would be reflected in income for the interim period. At the settlement date, any difference in the adjusted liability and the amount for which it was settled would be included in income as an exchange gain or loss.

The following journal entries illustrate the accounting for this transaction.

Purchases	$125,000	
Accounts payable		$125,000
To record purchase at January 15, 1979 (100,000 x $1.25)		
Accounts payable	7,000	
Exchange gain		7,000
To adjust liability on March 31, 1979 interim balance sheet. (Adjusted liability equals $118,000, or 100,000 x $1.18)		
Accounts payable	120,000	
Cash		120,000
To record settlement of liability assuming exchange rate of $1.20 on April 10, 1979 (100,000 x $1.20)		
Exchange loss	2,000	
Accounts payable		2,000

To record as exchange loss
the difference between
the adjusted liability
($118,000) and the
amount for which it was
settled on April 10,
1979 ($120,000)

The above lesson is only one example of enriching accounting concepts in chapters on foreign subsidiaries. It requires constant research by the instructor to update the material he presents from the text.

Uniformity in Accounting in Europe is slowly evolving. The European Economic Community (EEC) adopted a directive on the form and content of published financial statements. Referred to as the "Fourth Directive," it comes out of a major plan to harmonize company law within the EEC countries. Each member country is obligated to adopt legislation to ensure compliance with at least the minimum requirements of the Directive, generally by 1982. U.S. companies listed on Common Market stock exchanges may have to publish balance sheets and income statements using the standard formats specified and to include certain information in footnotes, as will be required for EEC companies. Fundamental comcepts--consistency, going concern, prudence, and accrual accounting--will be followed to arrive at reported amounts. While the use of historical cost is required, supplementary current cost information may be presented.

There are several groups which influence accounting policy both nationally and internationally. The International Accounting Standards Committee (IASC) is one such group. The IASC believes financial information will become more informative as the various inflation accounting methods being proposed in many countries are studied and developed. We in education must commit ourselves to seek out those changes brought about by a growing awareness of multinational companies and to incorporate the influence they will have in the offerings we give to our students, if we are to prepare them for careers in companies not limited by national borders.

MULTINATIONALS

Accounting References

INSTITUTES:

AICPA 1211 Avenue of the Americas New York, New York
10036

National Association of Accountants 919 Third Avenue
New York, New York 10022

Canadian Institute of Chartered Accountants 250 Floor
Street East Toronto, Ontario, Canada M4W-1G5

Institute of Chartered Accountants in England and
Wales Chartered Accountants' Hall, Moorgate Place
London EC2R 6EQ, England

REFERENCE TEXTS, PAMPHLETS, ARTICLES:

Frederick D.S. Choi and Gerhard G. Mueller, *An Introduction to Multinational Accounting*, Prentice Hall, Inc., Englewood Cliffs, N.J., 1978.

Aggarwal Raj, *Financial Policies for the Multinational Company*, 'The Management of Foreign Exchange,' Praeger Publishers, Inc., 1976.

Oldman K. Michael, *Accounting Systems and Practices in Europe*, Gower Press Limited, Essex, 1975.

Lorenson, Leonard CPA, *Reporting Foreign Operations of U.S. Companies in U.S. Dollars* AICPA Accounting Research Study No. 12, 1972.

Accountants International Study GRoup, *International Financial Reporting*, AICPA, 1975.

Welsch, Zlatkovich, and White, *Intermediate Accounting*, Fourth Edition, Richard D. Irwin, Inc., 1976.

National Association of Accountants, *Management Accountant*, June, 1979.

Burns, Joseph M., Accounting Standards and International Finance with Special Reference to Multinationals, Washington, American Enterprise Institute for Policy Research, 1976.

Aggarwal, Raj., FASB No. 8 and Reported Results of Multinational Operations: Hazards for Managers and Investors, Journal of Accountancy, Auditing and Finance, V. 1, Spring, 1978.

Professional Accounting in 30 Countries, AICPA, International Practice Executive Committee, 1975.

A Survey in 46 Countries, Accounting Principles and Reporting Practices, Price Waterhouse, 1975.

Doing Business in the United Kingdom, Information Guide, Price Waterhouse, August, 1975.

Financial Reporting Developments, FASB STATEMENTS, Ernest and Ernst, 1978.

FASB No. 8 Verses the Real World. (Facts behind the figures), FORBES, V. 122, July 24, 1978, p. 86.

INTERNATIONALIZING CURRICULUM AT MT. HOOD COMMUNITY COLLEGE

Mathilda Harris
Mt. Hood Community College

Why Internationalize Curriculum? Value to Students The major reason for internationalizing curriculum at Mt. Hood Community College or at any other institution is to give the student a better understanding of the world in which she/he lives. Traditional education in the west has led the student to believe that the world consisted of her/his community, country, and western heritage. This can no longer apply as evidenced by our increasing economic and political involvement with Asia, Latin American and Africa. If American citizens are to live, function and succeed in a global community, they must understand and respect that community.

Faculty Development Internationalizing curriculum at MHCC has given faculty members an opportunity to closely scrutinize their course offerings and revise them after doing extensive research. For the first time in the history of the college, faculty had an opportunity to formally present their course revisions and instructional research materials to their peers. Each faculty member presented to the Latin American, Asian, or European Task Force her/his completed research. This gave all the faculty involved an opportunity for dialogue and created a unique sharing and learning experience for all concerned.

Interdisciplinary Approach to Teaching International Education uniquely lends itself to the interdisciplinary approach to teaching. The dialogue involving course revisions and the preparation of instructional materials has encouraged a healthy understanding of cross-discipline materials and common purposes. For example, the course introduction to International Studies was taught by instructors from social science, humanities and visual arts and was extremely successful.

Community Forum Each month during the 1979-1981 academic year, Mt. Hood Community College has invited the community to hear a major speaker who spoke on issues of international concern. This has been a most successful endeavor in reaching out to the community. As an example of this success, Boeing is requiring their managerial staff to attend all our forums as an in-service program for their staff.

The success of the forums has allowed us to feature as our speakers major world figures such as Harrison E. Salisbury, Pulitzer Prize winning journalist and Jack Rosenthal, editor of the New York Times.

Summary Internationalizing the curriculum has had an important impact on our faculty, students, community and the Pacific Northwest. We have taken a leadership role which has proven invaluable for us at the college and is giving direction to other community colleges in the nation.

MT. HOOD COMMUNITY COLLEGE UNDERGRADUATE INTERNATIONAL STUDIES PROGRAM

The Mt. Hood Community College International Studies Program is designed to increase the student's awareness to global issues in an interdependent world. The primary goal of the program is to develop four degrees: one in International Studies for the transfer student and three International Studies Vocational/ Technical degrees in (a) Journalism, (b) Business Management-Import/Export, and (c) Early Childhood Education. This program, funded in part by a Title 601 HEW, NDEA Grant, began in the fall of 1979 ($40,000 for the 1979-1980 academic year and $40,000 for the 1980-1981 academic year).

In order to accomplish the overall goal of the proposed program, the following objectives and activities have been identified:

Objectives

1. Revision of Existing Courses: A total of 30 courses for the two years of the program have been revised to include a global approach or an area of concentration approach in Latin American, European or Asian studies.

2. Development of 48 Modules or Instructional Units for Interdisciplinary Use: There were 48 interdisciplinary modules developed over two years. The modules consist of portions of the course revisions which are singled out for their topical interest and used throughout campus disciplines.

3. Development of New Courses: In order to develope a quality program in International Studies, new courses such as Japanese, Chinese, History of Eastern Civilization, Latin American History, and Introduction to International Studies were added to the curriculum.

Activities

In order to meet the three outlined objectives, the following activities were identified:

1. Provide Professional Development Opportunities through a master plan which addressed the faculty, students and the community. Resource persons visiting the campus address all of the following areas: (a) The Development of Three

Faculty Task Forces, (b) In-service Training, (c) Community Involvement, and (d) Enrichment of Existing Courses.

2. Develop a Resource Center for International Studies for the purpose of offering easy access to faculty, students and the community to materials in International Studies and exhibitions of arts and crafts from various countries.

3. Increase Library Acquisitions by purchasing several hundred volumes over two years pertaining to international subjects and by increasing the holdings of the college in audio-visual materials, slides, film strips, and video cassettes.

4. Evaluate the programs via evaluations by students, faculty, task forces, international education committees, the project director and an off-campus evaluator.

5. Release Time for Faculty. Faculty are released from their regular teaching load in order to develop modules and work on the content of their courses.

6. Dissemination of the program will take place through a Mt. Hood Community College book form publication, conferences, workshops, and journal publications.

DESCRIPTION OF TWO NEW COURSES

Introduction to International Studies - IE 110

This course is an interdisciplinary, introductory course in comparative culture which is open to all MHCC students, and is a required course for students majoring in International Studies. Five major world cultures will be examined (North American, Japanese, Arab, South American and Indian), using as criteria the four following considerations:

1. the notion of time and its importance as a daily organizational tool
2. spatial concepts as they relate to interpersonal relationships

3. the relationship of the individual to the natural world
4. the social hierarchy

Introduction to International Studies - IE 111
Introduction to International Studies is an interdisciplinary course that treats cultural interaction and diversity from a global perspective. Students will study representative cultures of major and third world nations through the experience and contributions of leaders who claim international stature in the modern global community. The emphasis will be upon formative influences in each society as experienced and redirected by these prominent figures: Fidel Castro, Mohandas Gandhi, Mao Tse Tung, Nikita Krhushchev, and Anwar Sadat.

MODULES PREPARED DURING THE 1979-1980 ACADEMIC YEAR BY MT. HOOD COMMUNITY COLLEGE FACULTY

A Comparison of Structure and Function in Several World Families - Barbara Nydegger In this module a brief study of the historical background of the family will be pursued to set the framework for viewing present day families. Cultural patterns, past and present, will be reviewed for the purpose of understanding their influence on family traditions, attitudes and values.

An International Approach to Advertising - Janice Vlahos This instructional unit introduces students to differences in market structures, media availability, and cultural orienations in an international advertising approach compared to domestic conditions.

Comparative Politics - James Newcomer This module introduces students to the purposes and processes of comparative politics in the U.S., U.S.S.R., and P.R.C. Examples utilized in this module show the capabilities of growing or disintegrating systems.

Cultural Differences in Sex Roles: Europe, Asia, USA - Eva Parsons This module will examine typical male and female stereotypes and societal roles in the United States, Europe and Asia, with a look at the cultural and political influences and implications in these countries.

France and Her Third World Countries - Odette Brugato This module will introduce Third World countries with emphasis on those which were French colonies or protectorates, present the problems these nations face today, explain what France did for her colonies, discuss how the colonies gained their independence, and evaluate France's aid to her Third World countries as well as the lasting influence of her cultural legacy.

International Business Communications: Case Studies in Japan and Greece - Janice Vlahos This module develops the students' awareness of their own cultural assumptions that affect communication behavior as well as introduces them to other ways of conducting business based on different value orientations.

International/Interdisciplinary WR 123 Research Paper -Jeffrey Watkins
This module consists of two major parts. Part I, Cultural Influences on the Interpretation of Information, is an instructional unit on the evaluation of information. Part II, Interdisciplinary Packet, is a plan whereby WR 123 becomes a service course for International Studies and other courses. Its purpose is to encourage more students to write research papers on topics related to International Education.

Introduction to Human Rights - Eric Hoem

This module treats basic concepts and key international issues of human rights. It covers relevant United Nations documents and American foreign policy dilemmas to provide balanced perspective on human rights as a global issue.

Introduction to Intercultural Communication: Japan, Greece and West Africa - Janice Vlahos

This instructional unit introduces the element of different cultural orientations into the communications model of a basic communications course. It covers such topics as language, non-verbal behavior, rhetorical styles, group decision making, family roles and interpersonal communication on a cross-cultural level.

Non-Verbal Communication: Europe, Asia, USA - Eva Parsons

This module will cover non-verbal communication styles, body language, and ways of relating through movement, eye contact and gestures. It will examine different levels of openness, friendliness, ways in which social contact is either encouraged or discouraged, psychological distance, need for personal space and geographical/physical limitations.

The Colonial and Imperialistic Experience in Latin America (1492-1900) - Vince Davis

This module is designed to expose the student to the four socio-historical events of the Latin American experience.

The Modern Era in Latin America: Revolution, Evolution - Mathilda Harris

In this module, Twentieth Century Latin American will be viewed in terms of the need for social reform and the various approaches to revolution used by Mexico, Peru, Cuba and Chile to solve their problems.

The Republican Era: The Wars of Independence and the Problem of National Consolidation in Latin America - Mathilda Harris

This instructional unit will review the Republican Era with considerable emphasis on the efforts to achieve independence from Spain and Portugal and, following independence, the problems to maintain sovereignty and legitimacy in the new nations.

Voices from Around the World: The Literature of Social Protest - Willene Lyon

This module attepts to reveal man's inhumanity towards man through the use of a film, two short stories and two novels. To ease the students' learning process, she/he will begin with an American short story, and then proceed to a Russian short story, and Ecuadorian novel and last, an Indian novel.

South America: Social and Cultural Setting - Eric Hoem
This module introduces the student to current social issues in South America. The basic concern, however, is to provide insight into how South Americans live and what difficulties they face in regard to urbanization, rural poverty, and problems of development.

Post Colonial Africa - Eric Hoem
This module introduces the student to the social and cultural setting in modern Africa from 1955 to 1975 by tracing the range of responses to the colonial experience expressed in non-fiction and poetry. Its basic concern is to provide insight into the continuing influence of colonialism in forming the African consciousness.

Technical Report Writing - Loren Williams
This is an advanced course of writing designed for the student with an in-depth knowledge of his career choice pursuing an internationalized curricula.

OPEC: Economic Power and Social Change - Eric Hoem
This module introduces the student to the impact of oil wealth in the Middle East and northern Africa. It briefly reviews the history of oil development and OPEC, discusses the economic power derived from this new wealth, and examines the social changes which have resulted.

Comparative Approaches: Interviewing and News Dissemination Techniques - Mike Byrd
This module demonstrates how cultural analyses are used to determine effective interviewing and news dissemination techniques through comparison and contrast of French and American cultures, news gathering, and news dissemination techniques.

Introduction to Japanese Drama: Noh and Kabuki - Pat Enders
This module introduces the student to the older forms of Japanese drama. The basic thesis stated here is that art and philosophy reflect society. There is a strong linkage of Eastern philosophy and values to this drama.

Introduction to Peking Opera - Pat Enders
This module focuses on Peking Opera as an example of Chinese drama. The major concern will be classical Peking Opera and its adaptation under various political regimes.

The Social Conditions Which Have Shaped Contemporary Mexican Culture - Vince Davis
This module deals with certain objective and subjective aspects of Mexican culture by examining elements of Mexican culture and history for the objective approach and literature for the more subjective aspects of man's social experiences.

Educational Philosophies, Structures and Systems in Early Childhood Education - Bob Dematteis

This module is designed to provide a consistent unit of study in international, cross-cultural comparison of early education philosophy, structure and systems for students enrolled in Early Education. It may be adapted for other courses.

INTERNATIONAL STUDIES IN LITERATURE AND COMPOSITION/SOCIAL SCIENCE: THE EUROPEAN IMPACT ON AFRICA

Eric Hoem and Steve Schoen
Mt. Hood Community College

__DESCRIPTION OF MODULE__ "The European Impact on Africa" is a three week module divided into three units: (1) Pre-colonial and colonial Africa, (2) The decolonization of Africa, and (3) Post-colonial African attitudes. Through the use of contemporary and, for the most part, African fiction, non-fiction and poetry, this module explores the historical, political and cultural ramifications of Africa's contact with Europe. Since it would be impossible to deal fully with fifty African nations and over 500 years of African history, this module is confined to the highlights of the above periods and to representative nations, including but not limited to Nigeria and Zaire (Congo). The ninth day of the unit is set aside for testing and module evaluation.

__OBJECTIVES__ Objectives are listed for each unit of the module. In addition, after completing the module, students should:

1. Know the causal sequence of African development from pre-colonial to post-colonial times.
2. Know the roots and ramifications of European attitudes toward Africa and Africans toward Europeans.
3. Understand the causes for some of the social, cultural and political problems Africa now faces.

__CONCEPTS TO BE PRESENTED__ Each unit details the concepts to be presented. The basic theme of "The European Impact on Africa" is that European contact with and continued intervention in Africa severely altered what could have been the course of African development. When first contacted, the Africans had an orderly, well developed and well established cultural and social system, which that contact interrupted at best, destroyed at worst.

__REQUIRED TEXTS__

Achebe, Chinna. __Things Fall Apart__. New York: Astor-Honor, 1959.

Junkins, Donald, ed. __The Contemporary World Poets__. New York: Harcourt, Brace, Jovanovich, 1976.

Packet of Reading on Reserve in MHCC Library, including:

Lumumba, Patrice. "Conclusion: Crisis in Confidence." *Congo: My Country*. New York: Praeger, 1962.

Turnbull, Colin M. "Something New," "Masoudi," "Lukamba." *The Lonely African*. New York: Simon and Schuster, 1962.

REFERENCES ON RESERVE IN MHCC LIBRARY

Boahen, A. Adu. "The Coming of the Europeans." *The Horizon History of Africa*. Ed. Alvin M. Josephy, Jr. New York: American Heritage, 1971.

Chinweizu. *The West and the Rest of Us*. New York: Random House, 1975.

Knight, C. Gregory and James L. Newman. *Contemporary Africa: Geography and Change*. New York: Prentice-Hall, 1976.

Martin, Phyllis M. and Patrick O'Meara, eds. *Africa*. Bloomington, Indiana: Indiana University Press, 1977.

PURPOSE AND FORMAT OF MODULE "The European Impact on Africa" is designed to acquaint students with contemporary African consciousness and the forces which shaped that consciousness, dating back to pre-colonial European contact. Through the literature provided and the lecture material to be presented, students should be able to trace the development of African world views and African reactions to experiences with the Europeans.

Although it may seem at times that the material in this module leans toward a two-valued orientation, i.e., Africans as good guys and Europeans as bad guys, the primary reason for this is that the student audience is presumed to be predominantly western in its background. Thus, its understanding of the Africa presented here has been previously shaded by popular literature and entertainment, which has portrayed the converse to be true. Therefore, the module seeks to provide a more equitable view by presenting the "other side."

Each day of each unit of this module includes questions for classroom discusion and introductory material which may be presented in lecture form. It should be noted that the material seeks to provide only the highlights necessary for a modicum of understanding of the problem under consideration. Thus, it would be best for the instructor to complete the suggested supplemental reading in order to provide additional material in lecture form. The instructor may wish, however, to present only the material included here and to rely more heavily on discussions.

The following instructional techniques are available in this module:

1. Lectures on the socio-historical aspects of European contact with Africa.
2. Guided discussion of assigned reading in light of lecture material.
3. Individual investigation of partuclar aspects of African history and/or culture. (Instructors may wish to have the results of these investigations shared with the class.)
4. Review and test on the material presented and discussed.

IN-CLASS ACTIVITIES

1. Listen carefully to lecture presentation.
2. Take adequate notes.
3. Participate in classroom discussions on lecture material and assigned readings.

OUT OF CLASS ACTIVITIES

1. Complete assigned reading by the proper class period.
2. Submit a short (3 pages) report concerning a specific issue or aspect of African affairs, either current or historical. The MHCC library has a fairly extensive selection of resource material about Africa. In addition, students should be made aware of the use of periodicals in research. Possible subjects include: any of the African resistance groups (e.g., Mau Mau), the writings of any African leader not presented in this module (e.g., Jomo Kenyatta, Kwame Nkruma), the views of a selected influential European (e.g., David Livingston, Cecil Rhodes), *The Heart of Darkness* by Joseph Conrad, the Africa of *Roots* by Alex Haley, the functions of the griot*, any recent piece of African literature not directly dealt with in this module.

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*griot: essentially a vocal historian. He had the official function of memorizing all important historical, tribal events.

UNIT III: Negritude

Description of Unit

"Negritude" was and is a movement on the part of African writers and leaders to recapture the culture that was lost during the pre-colonial and colonial periods of Africa. It is generally seen to have two functions, each of which is presented on a separate day of this unit. The first function is that of a political tool which catalogues the injustices of the colonial system. The second is a celebration of things African and an attempt to revitalize and extoll tradition. Day 3 of this unit is devoted to testing and module evaluation.

Objectives for Unit

After completing this unit, the student should:

1. Be able to pick out specific references to colonialism and to culture as exhibited in selected poems.

2. Recognize African artistic reactions to the colonial experience.

3. Characterize African attitudes toward Africa, what Africa has lost and what Africa is trying to regain.

4. Be able to relate the poems in this unti to previous readings.

Concepts to be Presented

1. At the time of decolonization, many Africans were left without a sense of national identity. In the 500 years of occupation, Europeans had nearly succeeded in westernizing the culture of Africa cutting Africans off from their traditional roots.

2. Negritude is an artistic movement expressing the anger and bitterness many Africans felt and feel toward the colonialism of Africa.

3. It is also an attempt to recall tradition and culture in a positive light as a means of restoring pride in Africa.

4. The poets in this unit are themselves part of the African Elite, and thus are essentially separated from Africa, as was discussed in the previous unit. Negritude represents a sincere attempt on their parts to find their own cultural heritage.

5. As a political tool, negritude represents the elite addressing the elite, providing discussion material for the African nationalists of Europe and the colonies.

THE ANGRY SIDE (Day I) Assigned Reading Selections by David Diop, (pp. 284-5), Tchicaya U Tam'si (pp. 59-61), and Christopher Okigbo (pp. 228-31) in Contemporary World Poets, David Junkins, ed. These are included in the unit for the instructor.

The literature of this day of the unit represents negritude as the poetry of social protest and humanitarian reform. In it are expressed the confusion, the anger, the bitterness which the African Elite felt toward those who had oppressed their people. As Jean-Paul Sartre asked the world in his preface to one of Leopold Senghor's volumes of poetry,

> What did you expect when you removed the gag
> that closed those black mouths? That they
> would sing your praises? Those heads that
> our fathers pressed to the ground, did you
> expect to read adoration in their eyes when
> they could look up?

In the later years of the colonial period, when the African nationalists were allowed more freedom of expression, and in the post-colonial period, when they could not be stilled, many of the African Elite began to use poetry as a means to declare their perceptions of Europe's role in the decimation of their continent.

David Diop One of the angriest of the anticolonialist poets, Diop was not himself African by birth, although he is posthumously considered a Senegalese poet, since he did spend much of his childhood and most of his brief adulthood in Senegal. It is perhaps his most often anthologized poem, "Africa," which best reveals the relationship which he felt for the oppressed people of Africa:

> Africa tell me Africa
> can this bent back be you,
> this back bearing humility
> trembling with red stripes that
> nod yes to the noon sun's lash?

In this excerpt, Diop reveals his feelings of slavery and colonialism, and the ways in which the two were so intimately related. In another poem, from his volume Comprendre, his anger is expressed more clearly:

> The white man killed my father
> My father was proud
> The white man raped my mother
> My mother was beautiful
> The white man bent my brouther under the
>   highway sun

My brother was strong
The white man turned toward me
His hands red with black blood
And in the voice of a Master:
"Hey boy! bring me whiskey, a napkin and
some water!"

Tchicaya U Tam'si U Tam'si is, in a way, typical of the African Elite described by Turnbull in "Something New." Educated in Europe, he returned to the Congo with a curious mix of western education and African culture. Once there, he became involved in African nationalism even to the point of serving as editor for Lumumba's party newspaper, Congo. In his poetry, through metaphor and analogy, his feelings for the colonists are revealed. In "The Flight of the Vampires," for example, he alludes to pre-colonial Africa and its experience with the first experiences with Europeans in the first part, and the colonial experience in the second. In both, he feels, those whites who came to Africa were parasites.

Later, despite his involvement with activism in the Congo, or perahps because of it, he was to abandon much of his active antiwhite stance in favor of poetic expression, saying that he preferred to be left alone "to be Congolese in peace."

Christopher Okigbo Like U Tam'si, Okigbo was deeply involved in the nationalistic politics of his nationalistic politics of his nation. Born in Eastern Nigeria, Okigbo received the advantage of a university education, a fact which reflects itself in many of the allusions and subtleties of his poetry. Okigbo was killed in the Nigerian civil war, while serving as a major in the Biafran army.

The poems of Christopher Okigbo reveal his concern for African affairs and the African people. In "Fragments Out of the Deluge - VII," for example, he uses the symbol of the eagles terrorizing the landscape to represent the colonists. "Resplendent. . .resplendent," he says of them, but terrifying nonetheless; yet, "small birds in shadows/ wobbling under their bones."

His poetry does not contain the anger of either Diop or U'Tam'si, but there is an underlying current of sadness. And thus, he may be said to utilize both the political elements of negritude and the cultural concepts of it.

Discussion for Classroom

1. Diop says in "Africa" that liberty has a "sharp sweet taste." Other translators have seen this as a "bitter taste." In either case, ask students to comment on what is meant by the line in terms of what they have learned in the previous sections.

2. In the poem from Comprendre, what is the effect of Diop's having the white man ask for "whiskey, a napkin and some water?"

3. Nature plays a prominent role in Okigbo's poetry and seems at times to sympathize with the situations he describes. Ask students to point out nature images and comment on their function. Are the functions of nature present in any other or the works studied in the module (Achebe, e.g.).

4. What is the central image in "The Dead?" Who are the dead?

5. In what ways may "The Belly Remains" be taken as a description of colonial exploitation and its impact on personal integrity?

6. Ask students how the elite may view the people of Africa, as evidenced in the poetry presented.

7. What elements of culture, tradition and ritual are presented in the poetry?

DAVID DIOP

AFRICA

Africa my Africa,
Africa of proud warriors reaming
my grandfather's plains,
Africa of my grandmother singing
on the banks of her far river,
I have never known you
but my eyes see with your blood
your sweet black blood
flowering in the fields,
blood of your sweat
sweat of your slavery
slavery of your bondage
bondage of your children.
Africa tell me Africa
can this bent back be you,
this back bearing humility
trembling with red stripes that
nod yes to the noon sun's lash?

I heard a grave voice answer,
rash son, this strong young tree
this splendid tree
apart from the shite and faded flowers
is Africa, your Africa
patiently stubbornly growing again
and its fruits are carefully learning
the sharp sweet taste of liberty.

Translated by Lucille Clifton

RAMA KAM

Song for a Black Woman

I'm made happy happy by your wild animal gaze
And your mouth with its taste of mango
Rama Kam
Your body's the black pepper
That spurs desire to sing
Rama Kam
When you walk by
Even the prettiest girl
Envies the warm rhythm of your hip
Rama Kam
When you dance
To the tom-tom Rama Kam
The tom-tom stretched tight like a hymen
Breathes heavily under the scop's leaping finers

And when you make love
When you make love Rama Kam
The tornado itself twists
In the sparkling night of your flesh
And leaves me deeply breathing you
Ah Rama Kam!

Translated by Henry Braun

TCHICAYA U TAM'SI

THE FLIGHT OF THE VAMPIRES

in the morning we found the brush was scorched
and the sun smoked over
as usual we ate
boiled squash
then went to see
the swallower of fire
to help along the difficult digestion
in the dog-day heat
over fish-remains were straying
cockraches, ants
and buffaloes black and hornless
hyenas whimpered behind our beds

the ochre moon
was split in two
by cries of woman giving birth

and look a mother had her child
one with two heads
the mother herself had two round breasts
banded about by cactus-root

the baby had a single leg

the trees in the fire-scorched brush
took hold of the woman and her child
she scratched at the ground

the winds had teech sharp as a dog's

and now the winds
those selfsame winds have brought
new leaves to the trees
feathered the parrots
scented the jackals
waiting
until some mother later
gives birth
to a child

with three heads
and maybe no legs at all
spreading more devastation
over the grassy plain
here are the vampires
the sky is still blue
the soul is losing
all of its fragrant water
pissed out drop by drop

Translated by Norman Shapiro

CHRISTOPHER OKIGBO

THE PASSAGE

Silent faces at crossroads:
festivity in black. . .

Faces of black like long black
columns of ants,

behind the bell tower
into the hot garden
where all reads meet:
festivity in black. . .

O Anna at the knobs of the panel oblong
hear us at crossroads at the great hinges

where the players of loft pipe organs
rehearse old lovely fragments, along --

stains of pressed orange leaves on pages,
bleach of the light years held in leather:

For we are listening in cornfields
among the windplayers,
listening to the wind leaning over
its lovliest fragment. . .

FRAGMENTS OUR OF THE DELUGE

VII
But the sunbird repeats
Over the oilbean shadows:

A fleet of eagles,
over the oilbean shadows,
Holds the square
under the curse of their breath.
Beaks of bronze, wings
of hard-tanned felt,
The eagles flow
over man-mountains

Steep walls of voices,
     horizons;
The eagles furrow
     dazzling over the voices
With wings like
     combs in the wind's hair

Out of the solitude, the fleet,
Out of the solitude,
Intangible like silk thread of sunlight,
The eagles ride low,
Resplendent. . .resplendent;
And small birds sing in the shadows,
Wobbling under their bones. . .

LAMENT OF THE SILENT SISTERS

V
Alternately
Crier:Chorus

Yellow images:
Voices in the senses' stillness. . .

Pointed arches:
Pieces in the form of a pear. . .

Angles, filaments:
Hosts of harlequins in the shadows:

And bearded Judas,
Resplendent among the dancers. . .

I hear sounds as, they say,
A worshipper hears the flutes --

The music sounds so in the soul
It can hear nothing else --

I hear painted harmonies
From the mushroom of the sky --

Silences are melodies
Heard in retrospect:

And how does one say NO in thunder?

One dips one's tongue in the ocean;
Camps with the choir of inconstant
Dolphins, by shallow sand banks
Sprinkled with memories;
Extends one's branches of coral,
The branches extend in the senses'
Silence; this silence distills
my yellow melodies.

HURRAH FOR THUNDER

Whatever happened to the elephant --
Hurrah for thunder --

The elephant, tetrarch of the jungle:
With a wave of the hand
He could pull four trees to the ground;
His four mortar legs poinded the earth:
Wherever they treaded,
The grass was forbidden to be there.

Alas! the elephant has fallen --
Hurrah for thunder --

But already the hunters are talking about pumpkins:
If they share the meat let them remember thunder.

The eye that looks down will surely see the nose;
The finger that fits should be used to pick the nose.

Today - for tomorrow, today becomes yesterday:
How many million promises can ever fill a basket. . .

If I don't learn to shut my mouth I'll soon go to hell,
I, Okigbo, town-crier, together with my iron bell.

LEOPOLD SENGHOR AND THE NEGRITUDE MOVEMENT (Day 2)

Assigned Reading

Selections by Leopold Senghor in *The Contemporary World Poets*

The next poet we will discuss is a kinsman of David Diop. Leopold Senghor, a native of Senegal, was educated in Dakor and Paris. He served in the French army in World War II and spent two years as a prisoner of war. Though successful in French politics after World War II, he worked continually for the independence of Senegal. When independence was achieved in 1960, Senghor became its first President. Like the other poets we have discussed, then, Senghor was an active nationalist. Like them, too, his poetry is an extension of this activism. Unlike the bitterness or veiled anger we find expressed in Tam'si or Diop, however, the poetry of Senghor celebrates the power and beauty in African culture and landscape. In "Black Woman," for instance, he says at the end of the poem:

Naked woman, Black woman
I sing your beauty as it passes
and fix your shape forever
before jealous destiny burns you to ask
to feed roots of life.

Leopold Senghor helped found the Negritude movement in contemporary African art. Meaning "blackness" in French, Negritude emphasized the expression of African beliefs and experiences. The movement is strongest in former French colonies where educated Africans were encouraged to give up African cultural traditions and follow the French example, much as the people of Things Fall Apart were encouraged by the missionaries. Negritude arose in response to this emphasis on cultural assimilation. Some African artists - like Christopher Okigbo - rejected the notion of a uniquely African form of expression. Okigbo once remarked, "There is no African literature. There is good writing and bad writing - that's all."

The poem we cited above, "Black Woman," is an obvious example of Negritude. Senghor's subject matter is clearly African. Reading the entire poem, one will find that descriptions and images are taken from the physical and cultural landscape of Africa. In "Congo" we find similar elements. Senghor describes the river as a fertile woman giving life to her offspring. The river thereby becomes a symbol for the generative powers of African customs and beliefs. Anticolonialism is veiled only slightly. Consider, for instance, the final lines:

But the dugout is reborn from the white waterlilies
of the foam
To float on the fragrance of bamboo one luminous
morning of this life.

Optimism for the eventual emergence of a uniquely African consciousness - free, expressive, built on its own roots - is evoked in Senghor's final image.

INTERNATIONALIZING THE COMMUNITY COLLEGE

A Grant Proposal Submitted to the Division of International Education of the U. S. Department of Education

Brevard Community College (Funded for 1979-81)

A. PROGRAM GOALS

The proposed program has two (2) major goals. They are:

#1. To develop an Associate of Arts degree program in International/Intercultural Studies.

#2. To incorporate International/Intercultural concepts into selected occupational and technical programs leading to the Associate of Science degree.

B. PROGRAM NEED AND CURRENT STATUS

As demonstrated earlier, Brevard Community College (BCC) is heavily involved in international/intercultural education. At the direction of President Maxwell C. King, BCC has had as one of its major goals, the total internationalization of the College's curriculum.

The attention currently being given to the international education by the college can be explained by a number of factors, foremost of which are: (1) Providing quality opportunities for staff development; (2) providing for the internationalization of its curriculum offerings; (3) providing members of the community with the opportunity to experience, and develop an appreciation for diverse cultures; and, (4) contributing to the strengthening and expansion of world relations. International cooperation through education is clearly one of the realities of today.

For the past two years, the College has involved itself in a variety of activities which it believes will contribute to the realization of the factors mentioned above. During the 1977-78 academic year, for example, twenty-six (10.2%) faculty members traveled abroad under one program or another for varying lengths of time. Through the United States of Education (USOE) funding, the College has had the opportunity to draw upon the resources of a Foreign Curriculum Consultant from Guatemala, Dona Alcira Goicolea, and expects to receive the services of others from Brazil and Egypt over the next two years. In addition to providing instruction and curriculum input, the curriculum consultant from Guatemala has assisted in the identification and acquisition of library resources and related software (e.g. slides, films) in English, Spanish, Portuguese, French, and other languages. At present the College has three libraries containing in excess of 100,000 volumes.

In September 1979, College faculty and staff will play a major role in conducting an international meeting at BCC. With the aid of grants from the Organization of American States (OAS) and the Tinker Foundation, representatives from the Ministries of Education of the twenty-four (24) member countries of the OAS will travel to Cocoa, Florida for a five-day professional meeting. This is perceived as another significant "knowledge-acquisition experience" for College personnel. USOE Group Study Abroad grants received by the College have enabled our faculty to travel to Poland and Brazil for the purposes underlying this proposal.

The activities proposed in this grant request are consistent with the College's goals and objectives as they relate to international education and complement the activities in which we are currently or have been, involved. Receipt of an NDEA Title VI grant would not mark the beginning of the College's effort to internationalize its curriculum offerings. Rather, it would complement and significantly contribute to an effort in which we are totally committed. (Please see section Program Sponsor).

The reason the college is seeking external funding is really quite simple. The College's eagerness to contribute to the professional enrichment of its faculty and to internationalize its curriculum is restricted largely by the availability of financial resources. (The commitment and enthusiasm are present). This is not an atypical problem for educational institutions today, particularly in light of rising inflation. The fact remains that while the College has made major strides forward in this important area, much remains to be done. Receipt of funding for this project would help the College move forward, qualitatively, toward the attainment of its "international goals".

At present, the College does not offer a degree in international/intercultural studies. The proposed program will fill a recognized need. Although the developed program will be general in nature, areas of emphasis will be in Latin America and Asian studies. The reason for this is the demographic characteristics of the service area and our geographical location relative to Latin America and the Middle East. The College currently serves a large contingent of students from Latin American (N=75) and

Middle Eastern (N=86) nations. It is envisioned that these students will serve as native informants in curricula development. The President of BCC and his senior staff has established strong working relationships with such countries as Kenya, Nigeria, Guatemala, Dominician Republic, and Venezuela. Visits to these countries have been effected during the past twelve months....

D. PROGRAM OBJECTIVES

In terms of Goal #1 (...to establish an A.A. degree program in International/Intercultural Studies), the following objectives will be pursed:

#1 ...to revise existing courses to be offered as part of the A.A. degree program. Specifically, the courses which will be revised are:

CPO 2002 - Comparative Government
AMH 2510 - United States Foreign Policy
EUH 1001 - Western Civilization
SSI 1012 - Social Science Survey
PSC 1321 - Physical Science Survey
ENG 1103 - English Literature
HUM 2210 - Humanities I
HUM 2230 - Humanitites II
SOC 2000 - Sociology
INR 2002 - The International Community

#2 ...to develop three (3) new courses to be offered as part of the A.A. degree program Specifically these courses are:

Introduction to Intercultural Studies
Latin American Civilization
The Middle East

With respect to Goal #2 (...to incorporate International/ Intercultural concepts into selected occupational and technical programs...) the following objectives will be focused upon:

#3...to develop International/Intercultural modules for incorporation into eight (8) discipline fields:

Automotive Mechanics
Business Management
Electrical Engineering Technology
Electronic Engineering Technology
Emergency Medical Health Care
Hotel/Motel Management
Nursing
Secretarial Science

F. PROGRAM PLANS

At the end of the first funding year, the College expects to have met each of the three objectives underlying this program. Specifically, the College will have developed the "first draft" of an Associate in Arts Degree in International/Intercultural Studies. As explained later, the College expects to develop this degree program further during the second year.

Equally important, the College will have taken a major step toward adding an international dimension to eight degree programs in occupational/technical education. Faculty participating in this aspect of the program will serve as resource persons during the second year as the College continues to pursue one of its priority goals, the internationalization of the College Curriculum.

The realization exists among college personnel that if students are to survive and prosper in an increasingly interdependent world, educational programs and services must contain an international dimension. Graduates must be prepared to live and work with people from many diverse cultures. It seems unrealistic to continue teaching courses which do not address subject matter focusing on the accomplishments in the arts, sciences, and technologies of other peoples. For example, the massive influx of foreign automobiles in the American market necessitates appropriate training for work on such vehicles. Many of the current advancements in the automotive industry originated in Europe and the Orient. Automotive students would be well-advised to become familiar with and understand the peoples and the cultures associated with these advancements. In the allied health area, how can our curriculum be truly viable without an in-depth treatment on acupuncture or herbal medicine? The European emphasis placed on midwifery has increasingly important implications for Americans. And, where would our electronics industry be without the research and development efforts of the Japanese?

It must be stressed that emphasis will be placed on incorporating substantive information into the curriculum and giving students an appreciation and understanding of the peoples and cultures from whence these contributions originate.

Further, it should be noted that the College expects to serve as a resource center to other institutions with whom it works closely in matters related to international education. It is expected that this effort will complement other activities being undertaken by BCC to internationalize its curricula. At the end of the first year, 25 faculty representing 22 curriculum areas will have been further exposed to the international dimension of post-secondary education. It is fully expected that this program will significantly contribute to the discipline expertise of those faculty who participate in it.

J. PROGRAM GOALS: SECOND YEAR

The same two goals underlying program activities the first year will apply during the second year. Although the A.A. degree program will have been fairly well developed by June 1980, additional work will most certainly remain. Curriculum modifications will need to be made based on the evaluations conducted and other input received. One of the three new courses, The Middle East, will be reviewed very carefully by the Foreign Curriculum Consultant the College expects to receive through a USOE Fulbright-Hays Grant. Existing courses which help comprise the A.A. degree program and which either are required or recommended for graduation will be looked at further in terms of whether additional modifications are in order. Other college courses which are frequently taken as electives by students will be considered as the main focus during the second year. For example: Comparative Religions, The International Community, World Geography, Russian History and Culture, Study of World Novels, and Spanish-American Literature.

With respect to the second goal, to incorporate International/Intercultural concepts into selected occupational and technical programs leading to an A.S. degree, the first year's activities will only "scratch the tip of the iceberg." The College currently offers 25 A.S. degree programs. During year one, only eight (8) will be given attention. It is presently envisioned that as many as 15 discipline areas will be focused upon during 1980-81, among them being: Biomedical Equipment Repair; Civil Engineering Technology; Criminal Justice; Environmental Engineering Control Technology; Fashion Merchandising; Industrial Supervision and Management; Child Care Services; and Radiologic Technology.

There is no reason to believe the vehicles used to meet the program objectives will not be continued; however, first year experiences will determine whether modifications are necessary.

As mentioned earlier, BCC will continue to involve itself in those activities which will result in qualitative internationalization of the college curriculum.

Brevard Community College students are demanding, and rightfully so, that their educational experiences prepare them to live in the world community--a community growing smaller as our modern transportation systems move forward by quantum leaps. Future survival will depend on how well we understand and appreciate the cultures and peoples from other lands. The future is clear; there are no alternatives.

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PHOTOVOLTAIC ENERGY CONVERSION IN DEVELOPING COUNTRIES

Norman Abell

OBJECTIVE:

Upon completion of this module the student will be able to:

A. Describe the conditions in three developing countries which indicate both a need and desire for photovoltaic development. (Country profile)
B. Describe seven photovoltaic projects in countries other than the U.S.
C. Describe three research projects being carried out in countries other than the U.S.
D. Demonstrate the use of Appendix A, Terrestrial Photovoltaic System and Component Manufacturers list (Attached to this module), by writing three international companies for literature about their photovoltaic systems.

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INTRODUCTION

Currently the United States is the world leader in photovoltaic production and research. Although the price of these photo cells is still too high for the average American to purchase for the electrical supply to his household, the research continues to move the price downward. In the interum period, many feel that international markets, especially in Third World countries, is where the photovoltaic emphasis will be in the near future. The United States hopes to supply foreign countries with photocell hardware and technical assistance that these countries need to service and produce their own systems.

This module will deal with:

1. Country profiles of some sample countries which seem to indicate a future in photovoltaics.
2. A description of some of the outstanding photovoltaic projects that are already operational in some of the developing countries.
3. Research projects in photovoltaics being carried out in countries other than the U.S.
4. The use of an up-to-date list of Terrestrial Photovoltaic System and Component Manufacturers.

Let us now look at the profiles of some underdeveloped countries which have possibilities for photovoltaic development.

INDIA

With agriculture contributing approximately 45% of the GNP, the Indian economy is linked inextricably to weather conditions. Several years of good monsoon rains in combination with increased irrigation, use of fertilizers, and a general increase in gross cropped area have improved output but gains have been largely offset by population growth.

With a per captia GNP of around $150, India ranks around the poorest of nations. Imports of approximately 17 million tons of crudeoil per year have contributed to a trade deficit averaging $100 million a month.

Due to the wide dispersement of rural villages and the low level of rural electrical demand, the government has shown increasing interest in solar alternatives to grid extension. India has good insolation an annual average intensity of 550 cal/cm^2/day. In arid and semiarid regions the intensity is as high as 650 cal/cm^2/day.

ACTIVITY IN SOLAR

The Indian government has established within its Ministry of Science and Technology an "Expert Panel of Solar Energy." Its function is to advise the government on means to incorporate solar energy into the country's long-term plans.

Considerable funds are being expended on R&D efforts in numerous areas, with emphasis on giogas and photovoltaics. Other programs include development of low-grade thermal devices for space and water heating, crop drying, solar pumps, and water desalination.

POLICIES AFFECTING PHOTOVOLTAICS

Indian economic policy reflects the high priority attached to agriculture. Recognizing that irrigation, along with increased fertilizer usage and introduction of high-yield crops, hold the key to increase and stability of production, the government has steadily raised expenditures in these areas.

As part of its efforts to develop rural areas, it has been the policy to extend the electric grid as rapidly as possible. The percentage of villages receiving electricity from the grid has increased from 0.5% in 1951 to just over 38% in 1978. The number of pumpsets electrified has risen over the same period from 21,000 to over 3.3 million; that is at an annual average rate of 21%.

As a consequence of rising petroleum costs and the great expenses incurred in electric grid extension, the government began to show interest in solar power several years ago. The development of photovoltaic power, however, has been impeded by other government priorities regarding the building of an indigenous manufacturing base.

Policies regarding foreign investment, licensing agreements, and royalties reflect the government's long-range goal of reducing foreign influence in India's industrial and commercial sectors by becoming self-sufficient in modern industrial technology. Any agreements between foreign and Indian businessmen involving the transfer of technology must be evaluated individually by the Directorate General of Technical Development. Major consideration is given to the requirements for imported components and raw materials, the level of technology involved, and the time required for the Indian firms to become self-sufficient.

The Foreign Exchange Regulation Act (FERA) of 1973, as modified in 1976, is the most important piece of legislation affecting foreign investment. It controls the percentage of equity which must be held by indigenous interests according to guidelines based on the priority of the products produced. It is currently uncertain how photovoltaics will be regarded in this area.

The government did express interest in having a foreign manufacturer of photovoltaics build production facilities in India and requested proposals. The terms suggested by the government, however, were not considered favorable enough to warrant serious consideration by most manufacturers. Currently, one American firm is negotiating to manufacture photovoltaic-powered microirrigation systems in India using imported cells but details are not available.

It should be noted that recent political events in India could affect government policies bearing on foreign trade and investment.

COUNTRY PROFILE: NIGERIA

Nigeria is the eighth largest oil exporter in the world. It flares natural gas and has abundant coal and hydropower reserves. Consequently, interest in solar energy to date has been relatively low. In spite of the country's relative wealth of energy sources, however, electric power is maldistributed; Lagos, with about 4 percent of the population, consumes more than 60 percent of the power.

Of the population of 80-100 million, approximately 70 percent consists of subsistence level farmers. Of these, 95 percent work small farms of 2 hectares or less.

While as recently as the early 1970's Nigeria had been a net exporter of agricultural commodities, estimates for 1977 indicate a negative external agricultural trade balance of nearly $600 million with total imports of agricultural commodities reaching $1.2 billion. This has raised improvement of agriculture to a top priority and generated interest in solar technologies, particularly in the areas of irrigation and crop drying.

ACTIVITY IN SOLAR

In June 1978 the Ministry of Finance and Economic Development commissioned a study to examine Nigeria's current situation and future prospects regarding energy. Solar energy will be one of the areas to be considered. In addition, the National Science and Technology Development Agency was established in 1977 to supervise energy research, including solar. Solar research at Nigerian universities, however, has remained low and there are not believed to be any commercial solar enterprises. 8.3 Policies Affecting Photo-voltaics Commercialization.

Agriculture, once the backbone of the Nigerian economy, now contributes less than 25 percent of the GDP and has shown a recent growth rate of 1 to 2 percent in real terms--significantly less than population. A major factor contributing to low output has been drought and uneven rainfall distribution.

The government has instituted two major programs to try to reverse this trend, the National Accelerated Food Production Program (1974) and Operation Feed the Nation (1976). These programs have attempted to introduce modern crops and farming techniques and equipment. As a result, Nigeria has proved a rich market for agricultural equipment (the most marketable use for photovoltaics) and the U.S. alone exported approximately $40 million worth in 1977. Many items considered essential for economic development or imported by and for government use are admitted duty free, although it is unknown whether photovoltaics equipment would fall into this category.

In 1974 the Nigerian Enterprises Promotion (Indigenization) Decree went into effect and expresses the policies of the government to increase Nigerian participation in all aspects of economic activity. Consequently, the government prefers to deal through indigenous agents or possibly directly but not through third-country middlemen.

Established, technically qualified, indigenous distributors do exist in Nigeria although their services tend to be in very high demand and they may even represent the product lines of competing manufacturers. When selling to the Nigerian government, procedural complexities and short lead times make local representation of foreign firms highly necessary.

Along with the Nigerian Enterprises Promotion Decree of 1972 (as amended in 1976 and 1977) the Companies Decree of 1968 controls foreign investment. Business enterprises fall into one of three schedules which determine whether it is (1) exclusively reserved for Nigerians, (2) an enterprise in which Nigerians must have at least 60 percent interest, or (3) an enterprise in which Nigerians need have only a 40 percent interest. It would appear that photovoltaics ventures fall into the third category. In addition, limitations exist on repatriation of earnings and expatriate utilization.

Nigeria suffers from an acute shortage of technically trained personnel and looks highly favorably on investment proposals which include measures to train nationals and are in keeping with its long-range development goals.

In spite of Nigeria's relatively strong position regarding electrical generation potential the rapid increase in urban demand has delayed rural electrification and this could be a further boost to photovoltaics programs for Nigeria.

COUNTRY PROFILE: MEXICO

Interest in solar energy has been very high; Mexico is currently the fifth highest user of solar technology in the world. In spite of the recent discovery of substantial petroleum resources, the government is very interested in further developing solar and other alternatives to fossil energy.

Thirty-two percent of the population (over 15 million people) in rural areas have no access to electricity. To address this area, the National Plan for Rural Electrification (1979-1982) calls for the investment of $420 million to extend the electric grid. However, the fact that over 80,000 communities having 500 or fewer inhabitants lie in areas of high insolation makes solar power an attractive alternative. 9.2 Activity in Solar.

There has been considerable activity in both public/academic sectors as well as in private sectors. A major recent development is a $28 million joint program with Germany to create a solar fishing village in Baja California, of which over half of the cost is being paid by the Germans. Current projects involve photovoltaic-powered railroad signals and irrigation pumps, and solar desalination. The government is also believed to be considering a joint program with French SOFRETES for the installation of 10,000 1KW solar pumps and several 50KW pumps. Initially only the pumps would be assembled in Mexico; later, all components would be fabricated in-country.

POLICIES AFFECTING PHOTOVOLATICS COMMERCIALIZATION

A top priority for Mexico is a drastic reduction in the level of unemployment. This will continue to remain the case for many years as 46% of Mexico's population is currently age 14 or younger. In keeping with this, the government has followed an import substitution policy wherein it purchases domestic products whenever possible. Foreign purchases are made only when the products are not produced in Mexico or when large price differentials exist.

In the past, imports have been controlled through the use of licensing and import quotas. Products seen to be a threat to domestic firms or generally labor-intensive have been strictly limited or excluded altogether. More leniency has been shown in the import of capital equipment and needed technology.

Mexico is currently changing its policies away from the system of licensing and quotas toward a system of tariffs and no quotas. This should simplify the process of importing into Mexico and, indeed, it is the policy of the government to increase imports as new oil revenues improve the country's foreign exchange position.

In the area of direct foreign investment Mexico has taken a conservative position and solicits or permits foreign investment only when it meets certain criteria. Investment is viewed most favorably when it brings technology not otherwise available, produces locally goods which were otherwise imported, increases the country's exports, or when it provides substantial new employment.

INTEGRATED ENERGY SELF-SUFFICIENT VILLAGES

Within the last three years, interest has arisen in the creation of "living laboratories," communities where baseline energy data collection, hardware equipment development and testing, and personnel training can occur simultaneously. These "solar villages" are usually designed to test renewable energy technologies, seeking combinations which can meet the basic energy needs of village life: cooking, irrigation, crop drying, refrigeration for medical supplies, communications, provision of potable drinking water, and lighting. These projects try to provide energy to an existing village or create a new community around the energy production facilities.

U.N. ENVIRONMENTAL PROGRAMME RURAL ENERGY CENTRES (UNEP)

The UNEP will create three Rural Energy Centres (REC): one in the Pattiyapola area of Sri Lanka; one near Ndia Gorey, Senegal; and the third in Vallecitos de Zaragoza, Mexico. A fourth center is being considered for Pakistan. These three projects will follow the "all electric" approach long championed by Dr. Ishrad Usmani, who became the Senior Energy Advisor to the UNEP in 1975. They will focus on electrical power generation, using centralized photovoltaic arrays and complementary generating systems, battery storage, and other state-of-the-art manufactured systems. For example, the Sri Lanka installation, when completed, will have four U.S. wind turbines producing 50 kWh, a flat-plate photovolatic array, a concentrating solar thermal system, and an Indian 10-kWh biogas generator[21]. The proposed Mexican system will feature a 0.8-kW photovoltaic array for irrigation and a very large biogas generator (six linked reactors totaling over 200,000 litres) to provide 60 kW of electrical power, as well as gas for cooking. Backup power for the biogas-powered electrical generators will be provided by a small photovoltaic array and battery storage [22]. Each REC will cost over $300,000 to build and will be tested for several years to determine costs and operating difficulties. Dr. Usmani envisions the creation of 1,000 such solar villages within the next 10 years, if the price of installed photovoltaic systems is brought down to $3/Wp (it is $15-$25/Wp or more for remote site installations outside the United States).

THE CRETE VILLAGE

Under the joint sponsorship of the International Energy Agency (IEA) and the governments of Italy and Greece. an ambitious program is underway to create a new solar-powered community in the Franco-Castello plains of Crete. This town will house 3,000 residents and will be built around green_ houses, biomass conversion, and wind energy. The greenhouses will extend the growing season, primarily for olives. Agricultural refuse, including the olive pits, will be burned to produce heat and power. The initial planning state for this 700,000 m^2 facility has been completed, and contracts have been let to begin the development and construction phase [23].

U.S./SAUDI ARABIAN SOLAR VILLAGE

On 30 October 1978, representatives of the United States and Saudi Arabia signed a five-year agreement to each invest $50 million to support solar energy by "joint research, development, and demonstration projects. . . exchange visits by specialist teams of individuals. . . and education exchange opportunities for training or study" [24].

As part of this comprehensive agreement, a solar system has been developed for Al-Uyaynah, a village of 2,000 persons located 50 km from the capital of Riyadh. A flat-plate photovoltaic system of 50 kW peak power will be installed in 1979, with another 300 kW to be added in 1980. Storage will be provided for this electrical generation system, and consideration is being given to using concentrating photovoltaic systems for later increments to the power system. SERI provides much of the technical assistance fo system procurement and monitoring. Estimated expenses for the Saudi Arabian village are $2 million in FY79 and an additional $4 million in FY80, primarily for the photovoltaic arrays. Uses for this output may be lighting, refrigeration, air conditioning, telecommunications, irrigation pumping, and water desalination. As part of this program, an extensive effort will be made to document the impact of the introduction of this technology on the local villagers and to collect a wide variety of baseline data on energy usage patterns.

WEST GERMAN/MEXICAN SONNTLAN PILOT PROJECT

As part of a large $16-22 million bilateral cooperative program in solar energy, administered by the Mexican Ministry of Public Works and the West German Ministry of Science and Technology, an integrated solar sytem is being developed for the small Mexican Pacific coastal fishing village of Las Barrancas. Plans call for a 3,000 m^2 solar collector field to provide 100 kW_e of power for the population of 250, to drive a multistage desalination/distillation plant, and to power absorption refrigeration units and ice-making facilities. A 5-kW_e array of photovoltaic cells will generate power for water pumping, telecommunications, and educational equipment. This three-year project, jointly funded by the two cooperating governments, is scheduled for completion in late 1982 [25,26].

UPPER VOLTA PROJECT

LeRC has successfully implemented two photovoltaic stand-alone village power systems. The first of these two systems was installed on March 1, 1979, in Tangaye, Upper Volta. The project, sponsored by AID, is designed to study the social and economic effect of an electric-powered water pump and grain mill. This relieves the village women from their daily 1-to 2 hour routine of milling flour and lifting water by hand. Financial considerations limited the photovoltaic system size to a 1.8 kW_p, 120-V Developing Countries array, with 540 amp-h of battery storage. The villagers constructed a building to house the mill, power regulators, and storage batteries.

Initial sizing estimates for water requirements of 500 l/day and for grain milling of 320 kg/day for over 600 families were used to procure the system components. A 1-hp commercial burr mill, with a 120-V Developing Countries motor, is being used that has a milling capacity of 45 to 135 kg/h. Two 20-W fluorescent bulbs are also powered in the milling room. The water pump, with a 1/4-hp 120-V Developing Countries motor, can deliver 1457 l/h at a dynamic head of 28 m. The pump supplies water to a $6m^3$ storage tank and dispensing area near the milling building. Safety precautions include a fenced-in array area, enclosed water pump, underground cabling, under/over voltage protection, water level shut-off switches, and adequate education for villagers so they can safely operate the equipment.

Because the system has been installed recently, no socioeconomic impacts have yet been reported. These reports, when available, will constitute the beginning of the baseline information needed to fully understand the potential and ramifications of using photovoltaic power systems in Developing Countries.

"INTERNATIONAL TEACHING MODULE: INDUSTRIAL MICRO-COMPUTER APPLICATIONS FROM OTHER COUNTRIES"

Richard A. Bewerse

This instructional unit is a three hour lecture type unit. It is intended to be used as the sixteenth week of a sixteen week semester. It is part of ETE 2601, Industrial Micro-computers as is taught in the Electrical Engineering Technology Department, Industrial Division, Brevard Community College, Cocoa, Florida.

It is located immediately after the portion on interfacing micro-computers with the real world where it is logical to place applications. It requires a background developed over the previous fifteen weeks and has a prerequisite of ETE 1001, Electrical Fundamentals I, and ETE 1002, Electrical Fundamentals II. Desirable but not essential to this three hour course are electrical systems applications either from within or outside of the school. The dedicated micro-computer becomes a controlling part of a system so that early systems orientations, well before the courses which follow this one is desirable but not essential.

THE TECHNOLOGY

The technology which led to the present state of development in micro-computers was essentially an American development. For the technology to progress, large quantities of integrated circuits were needed. In order to keep the cost down we ship dies to countries that have the industrial capability and skills to assemble them into standard dual inline small, medium, and large scale integrated circuits. This assembly in foreign countries has grown to such an extent that production line micro-computers from almost any company here or abroad are an international effort. Parts from Taiwan, Mexico, Malaysia, U.S.A., Japan and Singapore are to be found in most of them.

The preceding fifteen weeks has been used to develop the micro-processor as a system. The course begins with number systems and codes followed by digital circuits, and micro-computer hardware. Hardware includes the micro-processor and the memory input/output interfacing. Lastly the micro-processor instruction set and an introduction to programming get us to the point where several application examples such as are found in this paper will complete the course.

This module was particularly difficult to obtain material for because it is in this decade when applications not yet realized will flourish since much of the last decade was involved with the micro-processor itself and with the development of virtually hundreds of interface devices needed to enable the use of thousands of mechanical, chemical and physical phenomena with the micro-computer. Therefore, this module will be a living module as its scope and content will vary as newer and better ways to do the same things we have been doing all along evolve. No attempt has been made to define the many technical terms used since they have been defined for the students during the prerequisite courses.

LEARNING OBJECTIVES

Upon completion of this unit the student will be able to:

1. Understand how number systems, codes and digital circuit performance apply to a system.
2. Understand how the micro-processor, the memory and the input/output function with the interface devices to form a system.
3. Understand how the instruction set is used to write programs which are programmed into read only memories, structure the system process.
4. Understand that the micro-processor merely does what the memory instructs it to do and that the program memory may be written to respond to external information and therefore appear to be well thought out deliberate action as would come from a human controller.
5. Understand the need for a human interface between computer and man.
6. Understand the reason for the interface, and realize that there are many interface devices most of which are made from a number of standard assemblies each performing some step needed to enable the digitizing of an input to the computer.

APPLICATIONS

We find ourselves in a new age, the information processing age which has been preceded by the railroad age, the airplane age and the missile age. Information processing may seem unrelated to the above subject but, let me assure you that this is what a micro-computer does best. This all began about 1965 and has grown enormously in the last decade, as time after time a group of engineers with the know how, insight and a better idea, departed one company to form a new one and to grow into a multi-million dollar a year industry producing, so small a product that a microscope is needed to examine it and using such simple materials as is found in sand, silicon. This silicon however must be more pure than Ivory soap's 99.9%. The integrated circuit made from silicon has so many processes associated with it that to make one item would cost thousands of dollars. Fortunately, integrated circuits are well adapted to mass production and many thousands can be produced in a single batch bringing the price to a few cents for small scale integrated circuits and within reason for large scale integration. Very large scale integration has mind boggling possibilities and they should be with us this decade.

To enable this exciting new age to grow, the technology which developed primarily here in the United States needed the manpower of highly industrialized countries to assemble the dies made here into the familiar dual inline package containing eight to forty pins. How virtually every production line micro-computer regardless of what company produced it contains integrated circuit packages assembled in Taiwan, Mexico, Malaysia, Japan and Singapore. In spite of this joint effort expansion in the use of these devices has taken place so fast that orders for the more popular 74LS series are delayed for eighteen months. The toy industry alone plans to use millions of dollars worth of these items each year.

Western Europe leads the world in the application of electronic switching systems. Earlier systems using discrete semiconductors were followed by second generation integrated circuits to establish the usual two-way communication paths in telephone networks. The new electronic systems are more compact, cheaper to build and maintain, and provide faster service than the fully electromechanical systems still serving most of Europe and elsewhere.

The French electronic switching system was introduced in 1970 and now serves about 1.5 million subscriber lines, more than any other electronic system in operation. Their system can process 90,000 an hour. It was the first integrated digital network, voice transmission and switching. Digital signals identify the called number, establish connections for use during the call and manage the tolling and disconnection of calls. Integrated digital networks have the added ability to use high-speed, customized, large-scale integration to boost message handling and simplify traffic engineering. Large-scale integration also simplifies automatic testing of the systems and permanent and temporary circuit changes. These systems will be serving all local switching exchanges in France by 1995.

The major electronic switching systems in Europe and in this country fall into two classes: one, those designed from the start as integrated digital networks, including the French, Italian and a newly announced British system. Two, those that were initially designed as semi-electronic, but will soon be available in a digital version, including the Swedish, West German and Dutch systems. Semi-electronic systems use metallic contacts to establish separate paths of each simultaneous call. Some of you should remember the telephone circuit boards we salvaged here last year from a semi-electronic American system. They used magnetic reeds sealed in glass with an inert gas. A reed switch is a second generation relay. These may contain both normally open and normally closed contacts. The entire reed set one to ten reed switches are placed inside a coil wound in an oval shape with the reeds laying in flat formation at right angles to the coil. The normally closed variety have a permanent magnet cemented along side the contact portion magnetizing both ends of the read switch with the same polarity, like poles repel so these contacts remain open. When current flows in the coil, the normally closed contacts open because of repulsion but the normally open contacts close since the coils magnetic field just overcomes the permanent magnet's magnetic field; the contact closes by spring pressure. The reed switch is still used in many on-off type industrial applications. In a telephone system voices may be transmitted through these reed switches in analog or digital form.

Stored-program computers (those with read only memories) are widely used to control switching and transmission. The larger, central processing units (main frame computers) are usually customized by manufacturers to their own switching systems. The increasing use of micro-computers, however, has tended to bring about a standardization of the control system architecture. This is a necessary outcome partly cast in concrete the day a specific micro-processor is selected. From then on the needs of that architecture must be followed through development to final end product. It is highly unlikely that more than one type of micro-processor would be used in one system. The design and reliability of the family hardware are not major problems in building of switching systems. The chief problem is software, which involves programs containing hundreds of thousands of instructions. To partition this requirement into bite-size pieces manufacturers have distributed the control systems over the network. This involves sub-system micro-computers each performing its individual part of the end result and each running under the control of its own read only memory.

The French system, designed at the Centre National d'Etudes des Telecommunications in the late 1960's, is organized on the same lines as today's modern network. Control is distributed over three levels: level one, micro-processors service the subscribers lines and general signals for making connections, including dial tones and the identification of service requests and called numbers. It is a simple matter for the micro-computer to interpret a telephone number and output this to a signal processor at a central exchange. Should the line be busy it could supply the busy signal, and when necessary communicate with the subscriber like the synthetic voice messages in the United States when a number has been discontinued or changed. Level two, are signal processors at central exchanges, which control the further processing of calls, they store routine information, and transmit service requests to larger area-management centers. These would be similar to the signal processors we saw at the Florida Power and Light control station in Sanford where incoming information was sampled several times each second to detect changes to data stored in the computer. The memory banks are then updated to reflect the current information. Level three, are large-scale (mainframe computers) at the area management centers which perform various functions of over all operation, supervision, and maintenance. . . .

Most countries which are highly industrialized and who are looking for ways to reduce the cost of manufacturing are turning to the use of computer controlled robots. In fact, robotry is a full-fledged industry itself, with some 120 Japanese companies presently manufacturing various types of robots. Most of this market is comprised of "Middle-class" robots, as opposed to the "Low-class" robot which was designed to operate sequentially and used primarily electromechanical logic. The "middle class" robots on the other hand have a numerical control capability and employ position coders. Computers have gradually been entering the field of numerical control. In Japan direct numerical control (DNC) systems, perform a host of other functions including managerial tasks, as well as supervisory control of individual numerical control machines.

In Europe as in Japan, robotics is taking over in automotive production at a pace even faster than that in the U.S. Fiat doubled its production of auto bodies in Italy with the installation of robot welders and estimated an overall 25 percent production increase from their use. Volvo in Sweden installed over 50 spot welders with significant increases in productivity. Peugeot and Renault in France also use robots for spot welding assembly operations, as do Damler-Benz and Volkswagen in West Germany and Saab in Sweden. At Toyota, Mitsubishi, and Nissan in Japan, robots are in use not only for spot welding but also in a variety of other processes, including forging, painting, die casting, heat treating, machine-tool loading, and unloading and pelletizing. More recently arc welding, a task that conventionally has been carried out manually, is emerging in the ship building industry.

One Japanese shipbuilder successfully constructed a welding machine in which a robot traverses the horizontal girder of a large traveling gantry, while executing arc welding on a structure installed on the bottom plate. It uses five axis, computer, numerical, control. The welding robot employs an image sensor along with a conventional welding torch. The sensor enables accurate arc welding by continuously detecting the welding line as a shadowed gap between two steel plates being welded. This provides data for the correction of the program while the welding torch is moving along that line. The image is rotated to compensate for the rotation of the robot on its axis.

A second type of welding robot has been developed exclusively for welding of plates at right angles. The five axis of movement of the robot's arm is controlled by micro-computer. Work programs are stored on magnetic tape cassettes and reused when needed. Two magnetic proximity sensors help guide the welding torch. In each sensor, coils are wound in the form of a transformer in which the permeability of the core is related to the distance between the torch and the work. Within the range of 3 to 8mm, the sensitivity of this sensor which outputs an analog voltage is linear.

One type of computer numerical control uses manual data input. In this machine blocks of data are fed in manually through a keyboard rather than through a numerical control tape. Using micro-processors and integrated-circuit memories, these soft wired versions of conventional programable machines are finding acceptance in the small Japanese factories where work initially must be executed mannually. These machines store a sequence of operations corresponding to the manual work for repeated use. . . .

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"INTERNATIONAL FILM MODULE:
A COMPARATIVE STUDY OF MORAL AND ETHICAL ISSUES

Barbara Bixby

GOALS

To promote, through a study of selected films, an appreciation of cultures other than the students' own;

To help students broaden their tastes in film beyond the standard commercial movie fare available locally;

To assist students in recognizing, analyzing, and discussing ethical and moral questions of universal concern;

To help students examine their own cultural assumptions and responses to the moral and ethical questions raised by the films of other lands.

RATIONALE

FIL 1003, Appreciation of the Motion Picture II, is a sequel to the introductory survey course FIL 1002. Traditionally, the second course stresses film genres, foreign directors and more contemporary films. Thus the international facet of the course is already integral--albeit diffused throughout the sixteen weeks course. To focus more sharply on International/Intercultural differences and similarities in film, the proposed module will be based on selected films which share moral or ethical questions affecting all people, i.e., universal themes. The students will view and study each film for its cinematic and cultural attributes and will compare and discuss the diverse responses, possibilities, and solutions to the inherent moral and ethical issues. For instance, themes such as perspective on truth, social conscience, relative morality, personal loyalty, definitions of justice, and the like are intrinsic to many films of different cultures. The new perspectives on cultural attitudes, beliefs and behavior revealed in these films will stimulate students to a reexamination of their own culturally conditioned responses to ethical and moral questions.

The Films: Possibilities for a Module on Comparative Moral and/or Ethical Issues

Africa

Black and White in Color, Annaud, dir. 1976
Emitai. Sembene, dir. 1971
Ceddo. Sembene dir. 1977
Cry, the Beloved Country. Korda, dir. 1951 (English film set in South Africa)

Australia	Walkabout. Roeg, dir. 1971 (set in outback Australia)
Bolivia	Blood of the Condor. Sanjines, dir. 1969
Brazil	Payer of Promises. Tent of Miracles. dos Santos, dir. (cf. Citizen Kane)
China People's Republic	Storm. Chin San, dir. 1959
Czechoslovakia	Closely Watched Trains. Menzel, 1966
Denmark	Day of Wrath. Carl Dreyer, dir.
England	Lord Jim. Brooks, dir. (set in Southeast Asia) Loneliness of the Long Distance Runner. Blow-up. Antonioni, dir. (Italian director, set in London) Clockwork Orange. Kubrick, dir. (American director, set in England)
France	Grand Illusion. Renoir, dir. 1934 Hiroshima, Mon Amour, Resnais, dir. 1960 (set in Hiroshima) Jules and Jim. Truffaut, dir. 1961 Story of Adele H. Truffaut, dir. 1975 Claire's Knee. Rohmer, dir. 1970
Germany	The Enigma of Kasper Hauser. Herzog, dir. 1975 Aquirre. Fassbinder, dir. 1978 (German director, set in Latin America)
Greece	Zorba the Greek. Cacoyannis, dir. 1964
India	Pather Panchali. Ray, dir. 1955 Mahanager. Ray, dir. 1964 Days and Nights in the Forest. Ray, 1970
Italy	Il Bidone. Fellini, dir. 1955 La Strada. Fellini, dir. 1954 Bicycle Thief. DeSica, dir. 1949 L'Adventure. Antonioni, dir. 1960 The Passenger. Antonioni, dir. (set principally in North Africa, Spain, and England) 1975
Japan	Rashomon. Kurasawa, dir. 1950 Woman in the Dunes. Teshigahara, dir. 1964

Mexico	Canoa. 1975
	Chac. Klein, dir.
Norway	A Doll's House. Hillar Elkins (from Henrik Ibsen's play)
Poland	Ashes and Diamonds. Wajda, dir. 1958
	Knife in the Water. Polanski, dir. 1963
Russia	Mother. Pudovkin, dir. (based on Gogol's story)
	The Overcoat (based on Gogol's story)
	Lady with the Little Dog. Heifitz, dir. 1960
	Uncle Vanya. Mikalkov-Konchalovsky, dir. 1971 (from Anton Checkhov's play)
Spain	Viridiana. Bunuel, dir. 1961
	Sprirt of the Beehive. 1978
Sweden	Seventh Seal. Bergman, dir. 1956
	Virgin Spring. Bergman, dir. 1960
	Winter Light. Bergman, dir. 1963
United States	The Ox-Bow Incident. Wellman, dir. 1943
	Double Indemnity. Wilder, dir. 1944
	Citizen Kane. Welles, dir. 1941
	A Place in the Sun. Steven, dir. 1957
	The Pawnbroker. Losey, dir.
	On the Waterfront. Kazan, dir. 1954
	The Searchers. Ford, dir. 1956
	Hud.
	Cool-Hand Luke
	Shane. 1953
	Bonnie and Clyde. Penn, dir. 1967
	Chinatown. Polanski, dir. 1975
	The Chase. Penn, dir. 1966
	Nashville. Altman, dir. 1975
	Daisy Miller. Bogdanovich, dir. 1974 (filmed in Europe)

Procedure:

Week 1: General introduction to FIL 1003
Film terminology
The art of watching film; exercises

Weeks 2-9: The film genres: western, musical, detective, horror.
Screenings of selected films; discussion

Week 10: Introduction to foreign filmmaking and filmmakers; considerations of culture, politics, economics, etc.

Weeks 11-15: Screenings of selected films which deal with one or more moral and/or ethical issues (i.e., personal loyalty: *L'Avventura*, *Story of Adele H.*, *A Doll's House*, *La Strada*, *Woman in the Dunes*; perceptions of truth: *Rashomon*, *The Passenger*; personal moral crises: *Cirizen Kane*, *Tent of Miracles*, *The Overcoat*; social conscience: *The Ox-Bow Incident*, *Hud*, *Canoa*, *Mother*, *Aguirre*).

Week 16: The summing up

Course Competencies

Upon completion of the film module and upon request to do so, the student can:

1. Identify cinematic codes in selected films;
2. identify cultural codes in selected films;
3. recognize the moral and/or ethical thematic elements in selected film;
4. identify and be able to express in writing, upon request to do so, the filmic styles and/or techniques of particular directors or societies.

Learning Activities:

Before each film:

Reading assignments in the text
Reading assignments on reserve
Selected pre-viewing of film clips
Handouts (comparative elements, guide questions, etc.)
Preliminary discussion and introduction

Screenings:

Each film will be selected for its value in comparative thematic elements. Availability and booking schedules must also be taken into account. When possible, the film will be shown without interruption during one class period.

After each film:

Analysis and evaluation through:

Large group discussion
Small group discussion
Written response and evaluation

Elements of analysis:

Cinematic codes (lighting, shot composition, sound mix, editing, etc.)
Cultural codes (dialogue, dress, setting, attitudes, gestures, etc.)

Also: theme, narrative, conflicts, characterization, irony, style, etc.

Ethical and moral issues

Comparative elements: film to film, syntagma to syntagma, character to character, code to code, etc.

Student Evaluation will be based on:

Attendance and participation;

Short written "reaction" responses to moral and/or ethical problems evident in the selected films;

Essay test on comparative cinematic and cultural facets of the films which were screened during the module.

INTERNATIONAL LITERATURE MODULE: A STUDY OF FOUR NOVELS

Barbara Bixby

GOALS

To promote, through a study of selected and mostly contemporary works of literature, a knowledge and appreciation of cultures other than the student's own;

To help student develop literary tastes beyond those restricted by provincialism and ethnocentrism:

To encourage students toward an understanding of themselves as participants in a complex, interrelated world.

To help students examine their own culture assumptions in the light of the cultural diversity revealed in the good literature of other lands.

RATIONALE

ENC 1169, the literature survey course, is taught as a study of the genres of literature, principally the genres of short story, drama, poetry, novel, non-fiction and biography, with teacher selecting the readings and foci which best meet the general course objectives. In redesigning ENC 1169 to provide a focus on the international facet of literature, special consideration has been given to the genre of the novel as a four-week module with which to conclude the course. While this unit can be taught in any convenient time frame during the sixteen-week course, the advantages of placing the international literature unit as a concluding module are several: Learning about literature is incremental and conceptual; therefore, after twelve weeks of "preparation" students will have completed much of the prerequisite study of the concepts of literary genres, terminology, etc. Also, students could pre-select their novel early in the course and begin reading and research prior to the actual beginning of the module. As the last unit of the course, the "global dimension" opens the framework of the course onto the world, so to speak, for those students who want to continue their explorations in literature. Thus the final unit becomes not an end but a beginning.

The novel is selected rather than poetry, drama, or short fiction because of its strong narrative line, its emphasis on character in conflict, and its potential--limited in other conventional genres--for revealing history, politics, mores, and philosphies. The contemporary novel is preferred, when available, in order that students might compare their perceived world with other credible (even if fictionalized) world. Yet a more specific focus is the role of women or the feminine sensibility as it is revealed in the contemporary novels of diverse cultures. Collateral with the novel; film, poetry, drama, biography, and short fiction will be used when discussing cultures, especially cultures where the novel is not a popular or dominant literary form.

Thus, not only will students benefit from the experience of studying a longer, more complex work of literature as a conclusion to the course but they will also be exposed to themes of topical interest and value in the contemporary world as they learn cultural differences and similarities.

The Novels: Four will be selected. This listing is tentative depending upon avilability and cost. See attached biography.

Brazil:	Amado, Jorge.	Dona Flor and Her Two Husbands Tent of Miracles
Venezuela:	Gallegos, Romulo.	Dona Barbara
South Africa:	Gordimer, Nadine.	Occasion for Loving A World of Strangers
India:	Markandaya, Kamale.	Two Virgins Nectar in a Sieve
South Africa:	Paton, Alan	Cry, the Beloved Country Too Late the Phalarope
Norway:	Unset, Sigrid.	Kristin Lavransdatter
Japan:	Kawabata, Yasunari.	Snow Country Sound of the Mountain Thousand Cranes Beauty and Sadness

Plus the Japanese film, Woman in the Dunes
Hiroshi Teshigahara, Director

Procedure:

Week 1: General introduction to literary genres with special emphasis on the international approach to the study of the novel.

Weeks 2-5: Short Story
Weeks 6-8: Poetry
Weeks 9-12: Drama
Weeks 13-16: Novel (four contemporary "international" novels studies, one by each of four groups)

Week 1: Students will select or be assigned to one of four novels. Early designation of reading selections group affiliation will enable students better to plan and pace their reading time, to take advantage of collateral readings or research options, and to initiate group plans.

Week 13: Review of the history and the conventional characteristics of the novel as a literary genre.

Discussion of cultural influences on artists. Initial group meetings for discussion of plot, conflicts, characterization and setting.

Week 14: Small group work.

Assignments for individual research and/or preparation for oral presentations to rest of class.

Discussion of the role of minor characters, subplots, use of symbolism, writer's style, etc.

Discussion of theme and principal motifs.

Analysis of female characterization, woman's self concept, woman's role as sexual partner, as family member, as participant in the community and the larger social realm, as political, artistic, psychological, moral, or intellectual being--whatever applied to the particular novel under study.

Analysis of cultural impact upon femine sensibility.

Definition of woman's role in society as portrayed by the novel being examined by the group.

Week 15: Panel Presentations with panelists, recorders, reactors, and evaluators for each session.

Presentation of Novels 1 and 2

The novels may be presented in any way which the group agrees is effective: presentation of short papers; question and answer; interview; dramatization; or a combination of techniques. Each group understands that it is responsible for "teaching" a novel which the rest of the class will not have read. The literary as well as the thematic, sociological, or cultural facets of the novel must be addressed by each group. Other class members will note comparative elements to their novels as each is analyzed. The challenge for each panel is to be entertaining and provocative while doing a thorough job of presenting solid information and elucidating the issues, problems, and cultural uniqueness revealed in the novel.

Week 16: Continuation of Panel Presentations.

Presentation of Novels 3 and 4.

The Summing Up.

In addition, each student will write [illegible],000 word essay on a facet of the novel studies which [illegible] to be particularly engrossing. This paper may or may not require additional research. Topic possibilities: the influence of religion; the background and philosophy of the author; the impact of the setting upon the story and protagonist; the role of traditions as revealed in the novel; the minor characters as "culture carriers"; politics and culture; the author's attitude toward women as it is revealed in this (and possibly other) work; the impact of technological change upon women and culture as revealed in the novel, etc.

COURSE COMPETENCIES

Upon completion of the international literature module on the novel, the student, upon request to do, can:

1. Define the novel as a literary genre;
2. Demonstrate an understanding of plot, conflict, characterization, tone, setting, and theme;
3. Identify culturally conditioned attitudes towards women in the novel under study;
4. Analyze the characterization of the female protagonist in the novel;
5. Discuss the evidences and implications of women in a changing culture as revealed in the novel under study.
6. Identify political, sociological, technological, or religious motifs in the novel under study.
7. Discuss aspects of the novelist's style and the impact of his/her culture as reflected in the novel under study.
8. Identify similarities and differences between the novel under study and other novels presented by the panelists.

LEARNING ACTIVITIES

Students will participate in a variety of formal and informal learning activities--listening, speaking, writing:

1. *Lecture* on the history of the novel and the novel as a literary genre.
2. *Guest panelists* on the challenge of "growing up female" in selected, diverse twentieth century societies.
3. *Small group discussions* of selected aspects of the novel under study, especially: characterization of the female protagonist; political sociological, technological, and religious motifs; impact of setting and culture conditioning, novelist's style, etc.
4. *Student panelists* on selected aspects of each of four novels, with emphasis on similarities and differences manifested in the novels, cultural assumptions revealed, artistic merit, etc.

5. Also: note-taking; participation in small group discussion; techniques of analysis and evaluation; research; participation in panels; essay writing use of media.

EVALUATION

1. Peer evaluation of small groups and panels.
2. Instructor evaluation of individual student preparation and participation.
3. Instructor evaluation of 750-1000 word essay.

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"INTRODUCTION TO INTERNATIONAL/INTERCULTURAL STUDIES"
SSI 1201

Marion Brady

This instruction package is based on a few simple propositions-that everyone has personal contact with or is affected by the action of unfamiliar societies; that it is important to be able to think clearly and comprehensively about those societies; that the traditional curriculum does not provide an opportunity to develop the mental equipment to deal effectively with unfamiliar societies; and that a single course can provide a reasonably satisfactory start on that task.

GENERAL OBJECTIVES

Through analysis of unfamiliar societies, to:

- Expand our potential for humanness and freedom by exploring alternative patterns of action and thought.
- Increase our understanding and awareness of ourselves through a systematic study of the particular society which helped mold our ways of acting and thinking.
- Increase our ability to function effectively in situations involving direct or indirect contact with members of other societies.
- Increase our understanding of the nature and dynamics of societies, particularly of the causes and consequences of change, vitality, stagnation and disintegration.

METHODOLOGICAL OBJECTIVES

- Engage in a full range of cognitive processes.
- Develop and refine organizing principles, concepts and models for describing, analyzing and comparing cultures.
- Move as close as possible to the reality of the cultures being studied through extensive use of data drawn from the cultures directly.
- Evaluate primarily through an analysis of the ability to transfer--to apply descriptive and analytical skills to unfamiliar data and to our own experience.

SCOPE AND SEQUENCE

Following an introductory section designed to help the student develop a rationale and instructional objectives, Introduction to International/Intercultural Studies is divided into four main sections. Each of the sections focuses attention on a major aspect of social/cultural entities.

Part I identifies rather simple and quantifiable characteristics of a society identified for study--the number of its members, their age and sex, the geographic area the members occupy, and its climate, resources and other characteristics. Part IIfocuses on significant patterns of action of the society--the actual patterns of physical movement the society utilizes for work, worship, organizing families, maintaining order, etc. Eating three meals a day is a pattern albeit a not particularly important one, in many societies. Part III directs attention to the cognitive system of the society-ideas, values, beliefs, and assumptions the members of the society share about themselves, others, the earth they live on and th universe they live in.

Part I, II, and III look at societies as if they were "frozen" in time. Part IV analyzes and describes the nature and direction of significant changes occurring within the society, and shows how Parts I, II, and III relate to each other in systematic fashion. A graphic model on the following page provides a more detailed list of the content of each of these four parts of the course and suggests their relationship to each other. Taken in its entirety, the model provides an outline or framework which suggests what is and is not particularly important in the study of an unfamiliar society. Because information about even the smallest society could fill all the libraries in America, it is as important to know what not to study as it is to note what is useful knowledge.

The important thing in this course is not to learn particular things about particular societies, but to help the student develop mental equipment for thinking about all unfamiliar societies. Those societies which will probably prove to be most important to the student cannot even be known at the present time. Objective comments, and suggestions for each component of the model are included, but they should not be seen as daily lessons to be studied one at a time. It is easier for the student to maintain perspective if the emphasis is on the major parts of the model and the relationshp of these parts rather than on the individual components of the model.

The readings which are included with this syllabus should be treated in the same way--not as information to be studied and retained, but as a kind of pot pourri of bits and pieces of societies to be grasped for a little while, turned this way and that, and then let go.

Introduction to Part I of the Model

As was mentioned earlier, certain kinds of information about a society lend themselves to quantification: How many members does the society have? What are their ages? Sex? How are they distributed in the territory they occupy? How large is that territory? How is it shaped? What resources does it contain?

The answers to these kinds of questions are mostly statistical, but they do provide a minimal picture of the society and the physical "stage" upon which it functions.

Achieving Consensus on Instructional Objectives

OBJECTIVE: To achieve consensus on a rationale and instructional objectives for the course.

OVERVIEW: In middle-class American culture, students beyond the first few years of school are often motivated less by a yearning to learn than by a desire to acquire the symbols of learning--an acceptable grade, a credit, a certificate, a diploma. For this reason, almost any procedure which serves to get the student involved in learning for its own sake is valuable.

Working with students in the formulation of goals and objectives can be an important first step in real student involvement in the course. This does not mean that the instructor should not have instructional objectives clearly in mind. It does mean that students should be allowed to wrestle with the problem in the same way and with the same benefits as the instructor, and that any new objectives which result from the activity should be accepted as legitimate objectives for the course.

PROCEDURE: Have students identify and defend personally-useful reasons for studying unfamiliar cultures. If necessary, ask probing questions leading, at least, to the identification and verbalization of the four general course objectives. As discussion proceeds, refine the wording of the objectives on the blackboard. Ask for illustrations and examples to reinforce the validity of the objectives.

ASSIGNMENT: No assignment is essential, but it would be appropriate to ask students for further examples to support the validity of the objectives, particularly if class time for this part of the activity was limited.

MATERIALS: Reading: "Intercultural Communication: A Guide for Men of Action"

Activity Two

The Role of Conceptual Models; Part A

OBJECTIVE: To create and/or expand awareness of the role and function of conceptual models in thinking about reality in general and about culture in particular.

OVERVIEW: This activity is designed to help students realize that when reality is thought about, it is divided into mentally-manageable segments. These segments are concepts or models of the thing thought about, they are always simplifications of reality, and there are great differences in their quality (and therefore their usefulness). Good models suggest how that which is modeled is likely to behave in various situations.

Societies are parts of reality. They are far too complex to comprehend in their entirety, so we think about them by means of models. A good model of a society will tell one how members of that society are likely to behave in various situations

PROCEDURE: 1. Select some familiar object (e.g. a chair) and ask students to create an outline or model for the systematic description and analysis of this class of object. After several minutes, discuss:

(a) What image is in your head as you attempt this this assignment?
(b) How is this image (or model) related to reality? (Where did you get it?)
(c) What else besides chairs do you think about using models?
(d) Could you cope with reality without conceptual models? Why/Why not?
(e) What makes a model a good one? Establish criteria. (Allows us to recognize things belonging to a particular class...allows prediction of what will probably happen next....)

2. What sort of model do you use for thinking about those parts of your environment called "societies?" Using the criteria just established, is your model a good one? What are some possible problems which could result from a poor model of a society?

MATERIALS: Film - "Model Man"

The Role of Conceptual Models; Part B

OBJECTIVE: To sharpen awareness of societies as entities (like chairs, etc.) which can be thought about utilizing models of various levels of sophistication.

OVERVIEW: Most students have not made a formal study of other societies. Ordinarily, school subjects dealing with "other peoples" categorize these people on the basis of political boundaries (Englishmen, Japanese, etc.), economic factors (communists, socialists, etc.) geographic factors (Central Americans, etc.) or racial characteristics (blacks, whites, etc.) These approaches to categorizing people do not fulfill a basic requirement of scientific study--placing like with like on the basis of significant similarities. Despite this lack of formal practice however, most individuals are aware of social entities and need but little help in accepting these as distinct "objects" appropriate for study.

PROCEDURE: Give students an outline map of North America and have them draw in as many societies as they can. When complete, ask "Upon what basis did you categorize these human beings? What is important and what is trivial, and how do you tell the difference?"

ASSIGNMENT: Begin to think about a society you will analyze/describe, as a term-long project.

Formulating a Model

OBJECTIVE:

(a) To introduce students to the problems and complexities of creating an adequate model for the study of cultures.

(b) To build an analytic/descriptive/predictive model for the study of societies

OVERVIEW:

An open-ended struggle with the task of modeling the concept of "society" will raise questions and problems which will orient students to the dimensions of the task, help them evaluate various approaches, and be receptive to workable models. Whatever the model finally adopted by the student for the purpose of conceptualizing societies, it will have more meaning if it is not simply handed to or imposed on the student.

PROCEDURE:

1. Remind students they now have (or must soon choose) a society to describe and analyze. What they will be needing is a systematic approach to the task.

2. Have them (possibly working in groups) create models for the study of societies (recall "chair"). Suggest that, for some, graphic devices may be helpful. (Numbered categories, boxes, etc.)

3. Have students combine the models created by various groups. Ask questions designed to point up weaknesses, omissions, etc., utilizing MB model (or better one, if available).

Instructor's Model

OBJECTIVE: To present a model, provide an overview of its/your major components and combine it with the student-created model.

OVERVIEW: All models are inadequate. This one, based on the work of many cultural anthropologists, macro-sociologists, and cultural historians is also "a simplified representation of a more complex reality," but includes several important dimensions often neglected. It should be a good conceptual foundation for thinking about most general aspects of a society.

PROCEDURE: 1. Distribute copies of the model, and briefly explain its major components (I, II, III, IV).

Part I Most traditional...commonly found in encyclopedias and textbooks...very concrete...easily understood... superficial. Doesn't get "inside" society...no predictive capability, no way to answer "What would they do if: e.g. faced with no rain? boundaries threatened? population control proposed? god(s) ridiculed? etc.

Part II Patterns of action--what we do...the observable. Imagine watching people from 300 feet above... eating, getting married, etc. Some patterns (three meals a day) not important. Others (family organization) very important. Criteria for determining importance? (a) Everybody follows (b) Adults teach and expect conformity (c) Non-conformity results in anger, derision, discomfort, legal action, loss of privilege or death.

Part III Cognitive System. e.g. "Why here in class?" Keep pushing the "why" until fundamental belief, assumption, or value identified. (e.g. "Why are you here?" to get three hours credit--a diploma--a better job--more money--to buy things which I hope will make me happy. "It's good to own lots of things" is the basic assumption which explains why many people actually are in school.) Useful to think about each belief as a tape/loop which plays over and over. 5 to 15 or so underlie most cultures. Test of importance: How much would society change if "tape" broken or changed?

Part IV Back to Part I of model for primary sources of cultural change (The other components tend to be static. These rarely are.) Note sublety of trends (e.g. suburbanization).

2. Role play drinking fountain with two males, one female. Have class find various elements of model in the role play...first come, first served...line up...females first.... "Everybody is of equal value"...Incorporate Part IV by asking for possible effects of gradual disappearance of water.

A MODEL FOR THE STUDY OF HUMAN GROUPS

I

ENVIRONMENTAL AND MEMBERSHIP DATA

- -Number and location of members
- -Age and sex distribution of members
- -Size and shape of primary and secondary habitat
- -Kind, amount and location of resources
- -Amount and distribution of wealth
- -Tools and techniques
- -Proximity to/relationships with other groups

II

THE SHARED PATTERNS OF ACTION OF MEMBERS FOR:

- -Making decisions
- -Controlling deviance
- -Transmitting culture
- -Worship, and dealing with the supernatural and the unknown
- -Distributing wealth
- -Establishing families
- -Associating
- -Work
- -Status
- -Esthetic and creative expression
- -Expanding knowledge
- -Displaying/acting out feelings
- -Dealing with outsiders

IV

A change in any component will cause changes in most other components

III

THE IMPORTANT, SHARED VALUES, ASSUMPTIONS AND BELIEFS OF MEMBERS ABOUT:

A - Self
B - Significant others
C - Nature
D - Time
E - Space
F - Ownership
G - The "good life"
H - The supernatural
I - Causality
J - Origin and purpose of existence

PART I of the Model: Demographic Data

OBJECTIVE: Upon completion of this activity, the student will be able to identify demographic characteristics as significant components of the study of a society and will be able to cite the major demographic characteristics of his/her own and at least one other society.

OVERVIEW: Societies are, of course, composed of people. Their number, age, sex, and location need to be established.

To record various kinds of demographic data, certain graphic devices, such as population pyramids, are useful and should be understood by students.

MATERIALS: Sample population pyramids, statistical tables as they appear in government pubications, etc.

PROCEDURE: Refer to age-sex population pyramids ("Rapid, Slow, and No-Growth Models"). Discuss.

(a) What societies tend to be similar to these various pyramids.

(b) If the middle pyramid is the United States, why isn't it a true pyramid? (Easy to take W.W.II baby boom and follow it through school shortages, crime, employment problems, etc.)

(c) What past and future social problems might accompany the irregularities in the U.S. pyramid?

(d) Can you predict secondary "population wave?"

APPLICATION: Where do you fit on your society's population pyramid? What are some of the significances for you of your location on the pyramid?

Activity Seven

Part I of the Model: Habitat

OBJECTIVE: Upon completion of this activity, the student will be able to identify the physical environment as a significant component of the study of a society, and cite major aspects of the physical environment of his/her own and at least one other society.

OVERVIEW: There are obvious relationships between the nature of a particular society and the size and shape of the physical environment which it occupies. The mountains of Greece help explain the ancient Greek city-states; the Atlantic and Pacific oceans have helped form American culture, and the physical characteristics of the North American continent have contributed to distinctive regional differences within America.

Less obvious but of even greater significance are the relationships between the secondary habitat and the society. The man-made environment ordinarily reflects the culture; it also reinforces certain cultural ideas and patterns. The subtle relationships between the shape of the primary and secondary environment and behavior need to be explored.

PROCEDURE:

1. Make parallel lists of typical differences in the physical characteristics of U.S. middle-class and poor neighborhoods. (Number of rooms per person, visual barriers, laundromats, porches, temperature control, fences, etc.
2. Identify differences in behavior which might stem from differences in the habitat. (e.g. Blacks on campus will usually call and talk to each other over greater distances than whites.)

APPLICATION:

1. Sketch macro and micro habitat features of your society.
2. Design a configuration for a neighborhood you think would encourage desirable patterns of interaction.

Part I of the Model: Resources

OBJECTIVE: Upon completion of this activity, the student will be able to identify the analysis of natural resources as a significant component of the study of a society, and cite the most significant resources of his/her own and one other society.

OVERVIEW: Many of the relationships between resources and particular characteristics of a culture are obvious. Whole ages of man have been so affected by certain resources that the era has been identified by that resource.

It may seem to be too obvious a fact to point out, but any comprehensive study of a society needs to identify the kind and amount of resources upon which the society is dependent.

PROCEDURE:

1. Discuss the general intellectual unmanageability of the concept "resources"--e.g. "resource" is culturally defined; industrial societies use so many, etc. Suggest useful questions to simplify somewhat:
   (a) What are the major natural resources used by the society?
   (b) What is general level of supply?
   (c) Who controls them, with what policies?
   (d) What is the effect of (a) (b) and (c) on most people in the culture? (What patterns of action are dependent upon resources?)

APPLICATION: Which major resources are you dependent upon?

PART I of the Model: Tools and Techniques

OBJECTIVE: Upon completion of this activity, the student will be able to identify tools and techniques as significant components of the study of a society, and will be able to cite the major tools and techniques utilized by his/her own and at least one other society.

OVERVIEW: Evidence of the importance of the tools and techniques in structuring a society is everywhere around us. Without mass production and interchangeability of parts American society would be totally different. Without the automobile, telephone, television, computer, copier, and any one of a hundred other devices, daily life in America would be altered significantly.

The tools and techniques used in many societies are too numerous and complex to catalog, but it is possible to identify general levels of technological complexity related to the interaction of members of the society with each other, with outsiders, with the physical world and for the production of goods.

PROCEDURES:

1. Give "Papago puzzle" to class ("In the Southwestern United States lives a tribe of Papago Indians. Not long after the turn of the century many changes occurred in the way of life of the Papago. Several of these changes are described on the handout. Draw arrows from one change to another indicating the sequence in which you think the changes occurred.")
2. Discuss the difficulties in evaluating the relative importance of various tools and techniques. Have students identify kinds or categories of technology most likely to have major impact on culture (energy, production, transportation, communication).
3. Have students identify local impacts of specific technological innovations. (Replacing of village well with water system, telephone printer. Henry Ford. Self-contained life support system).

APPLICATION: List the tools you use during a typical day.

Activity Ten

PART I of the Model: Proximity to Other Societies

OBJECTIVE: Upon completion of this activity, the student will be able to identify adjacent societies as significant factors in the study of a particular society and cite at least one other society (or sub-society) with which he/she has personal contact.

OVERVIEW: No societies now stand in total isolation from all others. Few ever have. There may be small Tasaday-like groups in remote places on earth who have not had direct contact with outsiders, but even those groups have probably heard stories, seen airplanes or acquired some object belonging to another society and have made adjustments in their society because of that contact.

Societies borrow from other societies, feel threatened by other societies, attack or are attacked by other societies, feel superior or inferior to other societies, are attracted to or are repelled by other societies. No society can be understood unless its relationships with other societies are taken into account.

PROCEDURE: Questions for explaining relationships to "outsiders":

1. Who are the "them's"?
2. How do the us's distinguish themselves from the them's?
3. How are the boundaries maintained?

APPLICATION: How is your life affected by your society's attitudes and apprehensions about the U.S.S.R.?

Introduction to Part II of the Model

To someone perched on a tower and looking down on a society, certain patterns would eventually become apparent. Most members of the society could be observed getting up at about the same time, eating the same number of meals, congregating in certain places for certain purposes, enjoying particular activities on certain days of the week, month or year, observing certain rituals in connection with birth, marriage, or death. It would not be necessary to hear or read to identify the patterns; they would be apparent after an interval of observation. The simple act of drinking at a drinking fountain might exhibit to the observer regularities having to do with age, sex, status and other actions peculiar to a particular society.

Some patterns are called "institutions", but the word is not very descriptive. What the people of a society can be observed actually doing in a repetitous fashion constitutes a pattern. The observer need only identity these patterns and sort out those which are significant in the society being studied.

PART II of the Model: Patterns for Making Decisions

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for making decisions" as a significant component of the study of a society, and will be able to cite the general patterns in his/her own and at least one other society.

OVERVIEW: Although a wide range of decision-making styles and procedures can be found in almost all cultures, every culture tends toward internal consistency. If, for example, within a particular society fathers exercise authoritarian control over their families, it is likely that most or all other institutions in that society--religious, political, educational, legal--will be authoritarian. In any attempt to understand a society, its general approach to decision-making, and major inconsistencies in that approach, provide useful insight into how the society usually functions.

PROCEDURE: General Discussion Questions:

1. What is the relative significance for individuals within the society being studied of decisions at the following levels?

   - family?
   - community?
   - city, province, state, nation?

2. How are decision-makers chosen?

3. What role do tradition, rationality, written rules, graft, status, emotion play in the decisions which are made?

APPLICATION: How are most of the important decisions in your family, place of employment etc. made? Why are these decisions considered legitimate? Is the same general approach to decision-making found in many different institutions throughout the society? If not, what are the exceptions? What might explain them? What general approach do you think would be most desirable? Why?

PART II of the Model: Patterns for Controlling Deviance

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for the control of deviance" as a significant component of the study of a society and cite the major techniques used for controlling deviance by his/her own and at least one other society.

OVERVIEW: Every society has an arsenal of techniques for the purpose of keeping behavior predictable and acceptable. These may range from fear of direct physical pain or death to subtle pressures which cause individuals to want to do and enjoy doing what the society says they have to do.

The techniques and their relative effectiveness are important and need to be identified. It is also important to explore what might be called balance--the maintenance of enough control to keep the society from flying apart, yet with freedom to allow the society to continuously change and adapt to new situations and conditions.

APPLICATION:

1. Identify as many techniques as you can which are used to try to make you conform to group norms. Which are strongest? Who defines "deviance?"

2. What techniques for controlling deviance seem most appropriate for small societies? Urban areas? Business? Education?

Activity Thirteen

PART II of the Model: Patterns for Transmitting Culture

OBJECTIVE: Upon completion of this activity the student will be able to identify "patterns for transmitting culture" as a significant component of the study of a society, and cite major patterns utilized by his/her own and at least one other society.

OVERVIEW: Shared ways of acting and thinking tend to persist. Societies often last for hundred of years, with the gap between generations bridged with techniques developed by the society for "reproducing" itself.

These techniques for transmitting ideas and ways of acting from one generation to the next differ from society to society. Sometimes, parents assume most of the responsibility. More often, relatives or the community play the dominant role. Some groups, having decided what they want to transmit, establish institutions and send the young to them to be taught. Some approaches are formal, some informal. Some are ritualistic, some rational. Some techniques allow individual variations in patterns learned while others let the learner know that variations on a particular social pattern are unacceptable.

Patterns for transmitting society are complex and varied, and have much to do with a society's stability. Understanding a society requires the identification and analysis of these patterns.

APPLICATION:

1. How do you think you were first taught a way of acting or thinking that are basic to an understanding of your self? (Activity: Devise a list of words which describe ways of feeling--"gentle," "strong," "helpful," "caring," powerful," etc. Identify a toy you were given at an early age and match it with words of feelings it probably elicited.
2. What are significant "stages of life" in your society? Are there patterns to mark passage from one stage to another?

PART II of the Model: Patterns for Distributing Wealth

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for distributing wealth" as a significant component of the study of a society, and cite the major patterns in his/her own and at least one other society.

OVERVIEW: Few serious scholars now believe Marx' contention that a society's economic system determines the structure of all other institutions within that society. There is no denying, however, that a society's patterns for distributing wealth are of great importance. Is real property passed along intact to the oldest son or divided between all children? Who owns the means of production? Is wealth distributed on the basis of need or is it tied to the individual's contribution to the general welfare? Answers to these and similar questions provide much insight into the workings of a society.

APPLICATION:

1. How is wealth generally distributed among the members of your society? (What groups or classes control what percent of the wealth?)
2. How flexible is the system--how easily can a person acquire wealth?
3. What mechanisms are tending to aggregate wealth within the hands of a few? What mechanisms are tending to redistribute aggregated wealth? (e.g. What effect do inheritance laws have?)

PART II of the Model: Patterns for Work

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for work" as a significant component of the study of a society and cite major work-related patterns in his/her own and at least one other society.

OVERVIEW: As with most patterns, those related to work vary greatly from society to society. In some societies, work is rigidly separated from non-work by whistles and time clocks. In other societies, it is woven into a daily routine which includes much else which is not work. Some societies assign work roles on the basis of sex, age, caste or class, while others allow almost anyone to do almost anything within their capability. The members of some societies spend most of their working hours in vigorous, demanding labor while members of other societies subsist with but little effort.

The identification of work-related patterns is an important part of the study of every society.

APPLICATION: In your society, how are patterns affected by:

- age?
- season?
- individual status/family status or wealth?
- sex?
- urban/rural location?

How free are you to set your own work patterns?

PART II of the Model: Patterns of Family Organization

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for organizing families" as a significant component of the study of a society, and cite major patterns for organizing families in his/her own and at least one other society.

OVERVIEW: Most students know the difference between "extended" and "nuclear" families. They have not however ordinarily given much thought to the implications and ramifications of various family structures, to questions such as: How does family structure affect the socialization process? What are the psychic benefits and drawbacks of various structures? Are certain structures more or less appropriate for particular economic or political systems? Do certain family structures contribute to or inhibit smooth social change?

A study of the patterns of family structure should be part of the study of all societies.

PROCEDURE: Identify patterns for:

- mate selection
- marriage
- child-bearing
- child-rearing
- care of the elderly and infirm
- disbanding of family

APPLICATION: Apply to the above to your own experience

PART II of the Model: Patterns for Associating

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for associating" as a significant component of the study of a society, and cite major patterns in his/her own and at least one other society.

OVERVIEW: A hundred years ago a friendly game of horseshoes frequently involved players whose ages differed by many decades. It was not unusual for boys of ten or twelve to play alongside bearded old men.

Today, little league baseball, Pop Warner football, bowling leagues, summer recreation programs and most incidental play activity pulls together individuals whose ages are likely to be within a very narrow range. The one-room school with students from five to twenty years of age has been replaced by classrooms full of children of almost the same age. A great many voluntary organizations attract individuals whose age, life style, religion, economic condition and social class tend to be very similar.

This represents a revolutionary but little-noticed change in American society, one of many which become apparent when attention is directed to patterns for associating. With whom the members of a society choose to associate during those periods when their time is their own is an important pattern to note.

PROCEDURE: Devise a matrix which lists all the members of your family on one scale, and all the factors you can think of which might enter into the choice of associates on the other. Identify patterns for associating of various family members which relate to these factors.

PART II of the Model: Patterns for Worship

OBJECTIVE: Upon completion of this activity students will be able to identify "patterns for worship" as a significant component of the study of a society, and cite major patterns for worship in their own and least one other society.

OVERVIEW: In some cultures there are few or no patterns related to worship. Good communists in the USSR have none, and neither do many Europeans and Americans, except perhaps for attendance at an occasional funeral or holiday service.

Most of the world's people, however, do have important and distinctive patterns for worship. Sometimes worship-related activity occurs every day or even many times daily, or is woven into work or other routine. The journey to Mecca, the saying of grace before dinner, a brief pause when passing a household shrine, the sacrifice of an animal on an alter, the lighting of a candle in a cathedral--most societies have patterns for worship, patterns which must be identified in any comprehensive study of those societies.

PROCEDURE: Discuss the range of patterns for worship of middle-class Americans. Are Americans who follow Hari-Krishna still "middle-class" Americans?

APPLICATION: What have been your own patterns for worship? Have they changed? Why or why not?

PART II of the Model: Patterns for Aesthetic Activity

OBJECTIVE: Upon completion of this activity the student will be able to identify "patterns for esthetic expression" as a significant component of the study of a society, and cite major patterns for esthetic expression in his/her own and at least one other society.

OVERVIEW: Humans seem to have a deep need for esthetic expression. In some cultures much of this need can be met within the context of work--the making of blankets or other necessary objects in forms pleasing to sight or touch, the tending of a lawn or garden, the training of an animal, the use of eloquent speech. In other societies, work may offer few opportunities for esthetic expression and outlets must be sought in hobbies, avocations or recreation. The singing of songs, the decorating of a house, the playing of a musicial instrument, the making of a quilt, the skillful telling of a story are of but little apparent functional value, but they do seem to be useful as outlets for creative expression.

Patterns for esthetic expression vary widely from society to society. Their identification and description are important parts of the study of unfamiliar societies.

PROCEDURE: Have students identify and list all activities engaged in by their neighbors on a regular basis which seem to provide an opportunity for creative expression.

APPLICATION: What do you do which provides a sense of satisfaction because it creates beauty?

PART II of the Model: Patterns for Expanding Knowledge

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for acquiring knowledge" as a significant component of the study of a society and cite major patterns for acquiring knowledge in his/her own and at least one other society.

OVERVIEW: All peoples face situations in which they feel a need for greater knowledge. In western-style industrial societies, this need is met primarily by application of the scientific method. Great faith is placed in humankind's ability to eventually discover, through the use of reason, answers to questions, solutions to problems, explanations for mysteries. Research organizations, study groups and other knowledge-expanding institutions function continuously, and the general public seeks the conclusions of these institutions in books, periodicals, schools, workshops and other sources.

In other societies, patterns for acquiring knowledge are often very different. Sometimes the study of a sacred text is considered the only valid way to expand knowledge. Other peoples look to oracles or prophets. Some seek visions or meditate to find answers to questions which expand the known. Others have confidence only in answers borrowed from other societies.

The patterns for expanding knowledge are important to the people of every society and need to be an important focus of study.

PROCEDURE: Have the class react to this statement:

An Afghan: "Everything I need to know to lead the good life and purpose for the life hereafter has been known for centuries. In his compassion for men, God has provided in the Koran a guide which is both complete and final. It does not tax men with what they do not need or cannot understand, neither does it omit the answers to any questions man might legitimately ask. Knowledge is to be revered, but the knowledge which has been given is infinitely more worthy than any knowledge man discovers, even as the Giver is infinitely more worthy than man.

APPLICATION: Science, the stars and the Bible are seen by various Americans as sources of information about what is true, good, or likely to happen. Where do you go for answers?

PART II of the Model: Patterns for Status and Class

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for status and class" as a significant component of the study of a society, and will be able to cite major status-related patterns in his/her own and at least one other society.

OVERVIEW: Even the most egalitarian societies have patterns of action which relate to prestige and position. Sometimes the patterns have to do with appearance with certain articles of dress or decoration which indicate status or rank. Differences in the number of office windows, school attended or place of residence also suggest who is "better". Ownership of certain objects may indicate status and, in all societies, patterns of interaction and body language provide rich evidence of who is considered important and unimportant.

The patterns a society utilizes for indicating prestige, status or class are important components of the understanding of that society.

PROCEDURE: Identify and list as many bases for status as you can. Discuss (a) What function, if any, status rankings serve. (b) What is the most valid basis for status ranking?

APPLICATION: Which bases for status are most commonly recognized in your society? Do you find the system satisfactory?

Activity Twenty-Two

PART II of the Model: Patterns for Expressing Feelings

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for expressing feelings" as a significant component of the study of a society, and will be able to cite major patterns for expressing feelings in his/her own and at least one other society.

OVERVIEW: The John Wayne of the movies looked down the barrels of revolvers, comforted dying buddies, aided beautiful women, rode through avalanches, reined in runaway horses, squared off in fist fights against dozens of opponents--and hardly changed his facial expression.

John Wayne version of masculinity is widely popular in American culture, but many other societies provide far greater lattitude for the expression of emotion. Dancing for joy, wailing in grief, gestulating in frustration and other overt actions are often not only accepted but are expected and proper ways to demonstrate feelings.

The identification of a society's patterns for the expression of feelings is an important part of the study of that society.

PROCEDURE: Have students identify familiar emotion-creating situations, then describe the range of acceptable patterns of behavior for each of these situations. Are such patterns merely custom, or do they serve some useful function?

APPLICATION: Which feelings are easiest/most difficult for you to exhibit in externally-observable ways?

Activity Twenty-three

Part II of the Model: Patterns for Relating to Outsiders

OBJECTIVE: Upon completion of this activity, the student will be able to identify "patterns for relating to outsiders" as a significant component of the study of a society and cite major patterns for such relationships in his/her own and at least one other society.

OVERVIEW: Every society has patterns which indicate recognition and belonging. The peculiar greeting, freedom to move about without obstruction, the right to participate in the group's activities and institutions--these and many other patterns indicate that certain individuals are part of the society.

Similarly, every society has patterns for relating to those who are "outsiders." Sometimes attempts are made not to relate at all and walls, fortifications or legal barriers are erected. Sometimes outsiders' patterns of movement are restricted or they are allowed to engage only in certain economic activities but are denied participation in political or social patterns.

Familiarity with accepted patterns of action for those considered outsiders is essential to an understanding of any society.

PROCEDURE:

1. Have students define:
    - "insider"
    - "outsider"
2. What techniques does your society employ for keeping insiders in and outsiders out?
3. What procedures are required for becoming an "insider" in your society?

APPLICATION: Describe a situation in which you felt like an outsider. What do you think was responsible for your feelings?

Part II of the Model: The Static Tendency of Patterns

OBJECTIVE: Upon completion of this activity, the student will be able to provide evidence and examples of the static tendency of patterns of action in his/her own and at least one other society.

OVERVIEW: Three meals a day, handshaking, monogamy, two week vacations, forming a line--no matter what patterns a society adopts, those patterns tend to be static. The original reason for adoption of the pattern will probably have been forgotten, but the patterns remain firmly in place. It may even be that a particular pattern has become counter-productive, yet it will tend to remain unchanged, or will be changed only with great difficulty and over the objection of many members of the society.

The static tendency of patterns gives a society stability, but this same static tendency can be a source of stress or disintegration. Patterns for the interrelating of various social classes, for example, may be a major osbtacle to the efficient industrialization of a society. An analysis of the nature and consequences of pattern rigidity should be a part of the study of every society.

PROCEDURE: Identify several significant American problems (theft, energy shortages, etc.), then identify patterns which contribute to those problems. What pattern changes might alleviate various problems?

APPLICATION: Describe your own feelings and actions in a situation where you were confronted with a new or different pattern.

Introduction to Part III of the Model

The innermost core of a society is its cognitive system--its beliefs, assumptions and values. Robert Redfield, in Human Nature and the Study of Society says, "As each fresh effort is made to understand humanity, the thing turns out to be made of states of "mind."

A society's shared ideas about a surprisingly few matters underlie much of the behavior of the members of that society. Their conceptions of self, the meaning of life, the role of the supernatural, the nature of nature, the elements of the good life--these and a few other ideas give meaning and direction to existence for members of the society and explain their actions to outsiders.

Part III of the Model: Ideas and Assumptions About the Self

OBJECTIVE: Upon completion of this activity the student will be able to identify ideas and assumptions about the nature of self as a significant component of the study of a society and cite examples of these ideas in his/her own and at least one other society.

OVERVIEW: The members of American families often reside great distances from each other--the parents in Ohio, a son in California, a married daughter in New York, another daughter in Texas. The custom is to go where the economic opportunitites are. Family members may miss each other, but there is obviously no real pain felt at the separation, since the arrangement is by choice.

This willingness to live apart is one of many manifestations of the middle-class conception of the self as a separate, independent entity tied to family by little more than choice. This feeling of separateness allows family members to feel comfortable with vast differences in income, makes it acceptable to commit unfortunate family members to public institutions, and sometimes brings the legal structure into family relationships as a party in the settlement of disputes.

By way of contrast, families in many other societies are content only when the members live near one another, financial success or failure is shared, and incapacitated family members are kept within and cared for by the family.

A metaphor might point up the contrast in conceptions of self which help explain these differing patterns: Middle-class Americans see themselves as "marbles," while family members in other societies see themselves as fingers on a hand--an organic part of a larger whole.

Conceptions of the boundaries of self can apparently range from a feeling that the self is itself composed of separate entities, to a feeling of oneness with nature, the state or even the cosmos.

Part III of the Model: Ideas and Assumptions About Significant Others

OBJECTIVE: Upon completion of this activity, the student will be able to identify ideas and assumptions about significant others as an important component of the study of a society, and will be able to cite examples of these ideas in his/her own and at least one other society.

OVERVIEW: Reading about the crash of an airliner somewhere in the world, most people will be slightly relieved to find that none of their countrymen were on board. One's countrymen are usually "significant others"--not close, but of some significance nevertheless.

One convenient way of thinking about categories of significant others is to visualize them as occupying concentric circles around the self--family in the first circle (perhaps) a few close friends in the second, acquaintences in the third, and so on.

Every society will have its characteristic way of pleasing others within these concentric circles, and a great deal of what takes place in the society--the loan made, the funeral attended, the spare room made available, the labor donated--will only make sense in terms of the degree of significance of particular others to the self.

Part III of the Model: Ideas and Assumptions About Human Nature

OBJECTIVE: Upon completion of this activity, the student will be able to identify "ideas and assumptions about human nature" as a significant component of the study of human societies, and will be able to cite examples of these ideas and assumptions in his/her own and at least one other society.

OVERVIEW: Whether or not such traits as cruelty, greediness, compassion, selfishness or curiosity are inborn or learned isn't an important question in most societies, but every society does have deep-seated assumptions about what qualities and traits generally characterize humans guides much action. If all people or specific categories or classes of people are seen as grasping and opportunistic, then one usually adopts these traits both in self-defense and because they are perceived as normal and appropriate. The effect is to reinforce particular traits.

Every society will, of course, include individuals whose assumptions about the nature of human nature vary widely, but there will be agreement on general tendencies, agreement which will underlie behavior toward various categories of people with whom there is interaction. The ideas and assumptions members of a society share about the nature of human nature should be part of the study of that society.

Activity Twenty-eight

Part III of the Model: Ideas and Assumptions About the "Good Life."

OBJECTIVE: Upon completion of this activity, the student will be able to identify "ideas and assumptions about the "good life" as a major component of the study of a society, and cite major examples of these ideas in his/her own and at least one other society.

OVERVIEW: The beautiful girl in the television commercial slides out of a sleek automobile with a tennis raquet under her arm. A swimming pool is visible in the background. She smiles at a handsome, active-looking man, then turns to the camera and testifies to the effectiveness of her deodorant.

Television commercials, magazine advertisements, movies, routine daily activity, casual conversation--these and much else provide a clear picture of the "good life" as it is seen by middle-class Americans. They believe it is good to be clean, young-looking and active, sexually appealing, own lots of material things, constantly "moving up" in status able to exercise a greal deal of autonomy, but not "too different."

A society's shared ideas and assumptions about the nature of the "good life" explain much about that society.

Activity Twenty-nine

Part III of the Model: Ideas and Assumptions About Humankind's Relationship to Nature

OBJECTIVE: Upon completion of this activity, the student will be able to identify "ideas and assumptions about nature" as a significant component of the study of a society, and will be able to cite examples of these ideas and assumptions in his own and at least one other society.

OVERVIEW: Much of the volume of the Niagara River can be diverted at will away from Niagara Falls and through turbines to generate electricity. The Mississippi River and dozens of other navigable rivers have been straightened by the Corps of Engineers. Mountains have been removed to expose coal and other resources, and clouds are sometimes seeded with silver iodide particles to cause precipitation. Nature, most Americans believe, can and ought to be dominated by humankind.

Not all societies share this assumption. Some feel dominated by nature, while others feel themselves a part of it. Some see nature as rather simple and machine-like, rigidly obeying natural laws. Others see nature as spirit-filled, with each rock and river having a mind and soul of its own. Nature is variously viewed as whimsical, malevolent or kind.

Every society has its own set of assumptions about the nature of nature and of humankinds appropriate relationship to it.

Activity Thirty

Part III of the Model: Ideas and Assumptions About Space

OBJECTIVE: Upon completion of this activity, the student will be able to identify "ideas and assumptions about space" as an important component of the study of a society, and will be able to cite those ideas and assumptions which are characteristic of his/her own and at least one other society.

OVERVIEW: Each of us carries around a cylindrical shaped space we consider "private." For the average American, this space is 3 or 4 feet in diameter. In other societies personal space will often be different, ranging perhaps from a very few inches to several feet outside the skin. When this space is invaded without our permission, we tend to get uncomfortable. On a crowded elevator, most Americans will remain silent or refuse to look at people to whom they are talking.

A second set of ideas and assumptions about space relate to the "territory" of the collectivities to which one belongs. Families, clans, work groups, religious orders, and dozens of other social entities identify certain space as theirs, and utilize various measures to ensure their exclusive use of it.

Finally, the members of every society share certain ideas and assumptions about total space--the size of the universe. The whole of it may be thought to be no larger than the area from horizon to horizon, or it may be seen as infinite.

One's assumptions about the spaces within which one lives has much to do with one's other ideas and patterns of action.

Activity Thirty-one

Part III of the Model: Ideas and Assumptions About Causality

OBJECTIVE: Upon completion of this activity, the student will be able to identify "ideas and assumptions about causality" a significant component of the study of a society, and will be able to cite major ideas and assumptions about causality of his/her own and at least one other society.

OVERVIEW: Needing rain, one society will pray, another will dance, a third will seed clouds, a fourth will do nothing. Feeling a pain in the stomach, members of one society will drink a potion, emmbers of another will offer a sacrifice, a third group will place a charm near the pain.

Every society has distinctive ideas about causality, about why things happen. Some are certain events unfold because of the workings of chemical and physical laws (a pill will bring about a chemical change to cure illness). Others are equally certain events and conditions are the product of human will. Yet others believe God has preordained everything, or that He takes a daily hand in human events. To others, everything on earth is alive and seeking to assert its will, and events are the product of that struggle.

A society's beliefs and assumptions about why things happen will explain a great deal of the behavior of members of that society.

Activity Thirty-two

Part III of the Model: Ideas and Assumptions About the Past, Present and Future

OBJECTIVE: Upon completion of this activity, the student will be able to identify "ideas and assumptions about the relative importance and desirability of the past, present and future" as a significant component of the study of a society, and will be able to cite major examples of these ideas and assumptions of his/her own and at least one other society.

OVERVIEW: "Just wait . . . then I'll be happy!

"Just wait until I have my own car . . . get my own apartment . . . get married . . . promoted . . . transferred . . . divorced . . . retire . . . Just wait! Then I'll be happy." Middle-class Americans are future-oriented. Everything, they tend to believe, will be better tomorrow, next month, or next year.

By way of contrast, many American subcultures are present-oriented, and the old Southern aristocracy believed in the "good old days." They were past-oriented.

All societies tend to focus primarily on one of these three time orientations, and much behavior stems from that focus. Present-oriented people, for example, tend to spend all income immediately, while future-oriented societies resist social change; future-oriented societies generally welcome it.

Past, present and future oriented societies also tend to have different views of the direction of social change. Past-oriented societies usually feel the distant past was glorious and that things have been going downhill ever since. Present-oriented societies tend to believe things are as they always have been and will continue relatively unchanged forever. A society's ideas and assumptions about the relative desirability of the past, present and future explains much important action in that society.

Activity Thirty-three

Part III of the Model: Ideas and Assumptions About the Supernatural

OBJECTIVE: Upon completion of this activity, the student will be able to identify ideas and assumptions about the supernatural as a major component of the study of a society, and will be able to cite examples of such ideas and assumptions in his/her own and at least one other society.

OVERVIEW: Americans and members of other societies steeped in the scientific tradition tend to draw a very distinct line between the natural and the supernatural. Phenomena governed by chemical and/or physical laws are considered "natural', while phenomena not so explainable is "supernatural". For most middle-class Americans, the supernatural plays a very small role in day-to-day life.

But many other societies make little or no distinction between the natural and the supernatural. Frequently, almost all activity is seen as relating to the perceived demands or expectations of the spirit world. In these societies, identification of ideas about the supernatural is essential to an understanding of behavior. Even in those societies in which assumptions about the supernatural are minimal, however, enough behavior is traceable to these ideas to make them worth identifying and analyzing.

Activity Thirty-four

Part III of the Model: Ideas and Assumptions About Time

OBJECTIVE: Upon completion of this activity, the student will be able to identify "ideas and assumptions about time" as a significant component of the study of a society, and will be able to cite the major time-related ideas and assumptions of his/her own and at least one other society.

OVERVIEW: The graphic representation of time by means of a single line drawn from left to right and divided into equal segments of decades, years, hours, milliseconds or other intervals seems perfectly appropriate to Americans and members of other, related societies. We have difficulty imagining time as anything other than linear, flowing smoothly and steadily from past to future.

Conceptions of time are human inventions however, and so it follows that different societies think about time in different ways. For some (the Balinese, for example) time apparently seems not be "turned on" all the time. It moves in spurts, with periods of meaning interspersed with vacuity. Other groups imagine time as circular, and believe that each revolution of time brings a precise repetition of events. To others, time is hardly noted--the seasons come and go, but each cycle appears so much like the others there is little inclination to see them as cumulative.

Whatever a society's conception of time, it is reflected in much of that society's behavior.

Part III of the Model: The Static Tendency of Ideas and Assumptions

OBJECTIVE: Upon completion of this activity, the student will be able to cite examples of the static tendency of ideas and assumptions in his/her own and at least one other society.

OVERVIEW: Shared ideas and assumptions make social organization possible. Only when members of a society agree on the meaning and value of existence, time, nature, self and other matters can they interact in any sort of intelligible or satisfactory way.

Once established, a society's cognitive system is highly resistant to change. Generation after generation will share basically the same beliefs and values. Ordinarily, strong and effective formal and informal measures are used to try to eliminate or minimize "alien" ideas In the absence of dramatic or persistently conflicting experience, a society's cognitive system will tend to remain unchanged indefinitely, even when conditions or situations have altered so much that a particular idea or assumption is no longer appropriate or functional. Frequently, in fact, an idea may be demonstrably at odds with the good of the society, yet resistance to its change will be so effective that the society will be damaged or destroyed.

Activity Thirty-six

Part III of the Model: Cultural Integration

OBJECTIVE: Upon completion of this activity, the student will be able to explain the concept of cultural integration and cite examples of integration and lack of integration in his/her own and at least one other society.

OVERVIEW: The "bits and pieces" of a society--it's patterns of action ideas and conditions-- must be reasonably consistent with and supportive of each other or society is not possible. In large measure, the degree of such integration determines the degree of social stability. For example, a society which holds the belief that all people are equal but employs work patterns which discriminate against certain individuals is not totally integrated. A component of the cognitive system and one of the patterns of action are inconsistent with each other.

Even a superficial analysis of the "fit" of all the components would be an overwhelming task, but it is possible to explore the concept by randomly selecting any two or more components of the model and exploring the extent to which they mesh or are at odds with each other.

Part IV of the Model: The Dynamics of Social Change

OBJECTIVE: Upon completion of this activity, the student will be able to provide evidence and examples drawn from his/her own and at least one other society of the systemic nature of human societies, and will be able to identify a minimum of six major factors which trigger major social change within human societies.

OVERVIEW: There is some evidence that several years ago, when the State of New Jersey adopted a state lottery, the incidence of amateur prostitution within the state increased. Some housewives, spending money for lottery tickets which had been designated for household expenses, made up their losses in a way which did not reveal those losses to their husbands.

It can be said with certainty that, when the New Jersey Legislature argued the pros and cons of a state lottery, it occured to no one that the rate of prostitution within the state would be affected. That it was is one more illustration of the systemic nature of societies. In organized human collectivities, it is almost impossible to do just one thing. Every action, every change, every policy triggers and endless sequence of anticipated and unanticipated reactions.

But deliberate policy, no matter whether planned or unplanned, is seldom the major cause of social change. The most far-reaching changes in a society almost always stem from changes of those components found in Part I of the model. Technological innovation, resource depletion, gradual increases or decreases or movement in population--these, more than deliberate human action, bring about the most revolutionary social changes.

AN INSTRUCTIONAL MODULE IN NURSING: TAI CHI CHUAN

Betty Chase

One of the most pleasant and interesting encounters in Taiwan occurred at the unseemly hour of six to seven-thirty in the morning. At that time, as if on a secret signal, men, women and some children converged on the city parks.

The men, after shedding shirts, ties and shoes begin the slow, stylized, precise movements of Tai Chi Chuan (Tie Gee Chwan). A few women were seen to participate but they seemed to favor the group activities. The children were seen to be enjoying the various martial arts.

To the outsider, Tai Chi Chuan resembles some of the modern dance movements, but Delza, in her book on the subject, sees a noticeable difference. Tai Chi is composed of psychological as well as physiological elements. The exercise seeks to induce a permanent harmonious development of the mind and body. (Delza, p. 4)

This ancient Chinese method of exercise goes back to the Ming Dynasty (1368-1644 A.D.), and even perhaps further to 1000 A.D. It did not evolve from other forms of rhythm and structure but rather exists as "Tai Chi Chuan is a complete entity, composed to answer the needs to which it is directed." (Delza, p.4).

Therefore, because of its unique creation, it continues to be practiced daily by many Chinese. It could be as workable for Westerners also. Western exercise is often accomplished with rapid powerful movements and generally believed to be more beneficial if considerable energy is expended. The Air Force exercises, aerobic conditioning, or calisthenics, are all intended to stress the cardiovascular system. Many pros and cons exist as to which particular exercises are the most beneficial. Authorities find little definitive research that indicates a direct correlation with exercise and longevity of life, but almost all exercise programs find increased energy and increased well-being in those individuals who exercise with regularity. (Fox, p. 229)

Tai Chi can be accomplished in about twenty minutes. That is, it requires twenty minutes to finish with one set. Therefore you can realize how many different movements there can be. There are several different types of the exercise and many variations of expression.

Tai Chi Chuan offers many advantages with its particular modality of exercise. It does not require physical strength to begin the exercises so everyone can do the movements. It can be readily adapted for disabilities or infirmities. It can be done at any place, anytime, and necessitates no equipment. The Chinese believe that the exercises can be used with all aspects of living. If one is feeling good, it can give you more growth and awareness. If one is experiencing difficulty in one's life or work and is impatient and restless, it calms the spirit and refreshes the mind. It is believed to heal and to retard the aging process.

The physiological effects of T'ai Chi Ch'uan are many. It stimulates and strengthens the central nervous system which has an overall positive effect on the whole body. The concentration of the mind required is said to be good training for cerebral activities. The integration of hand, eye, feet, etc. movements are thought to be good discipline for the brain. The movements increase the respiratory and circulatory flow, and promote circulation to every organ, gland, muscle, and joint. The diaphragmatic expansion is considered vital to the body's functioning as deep breathing is required to perform the exercises. Good digestion is promoted and the increased metabolism is important, especially among the aged.

The Chinese believe that the exercises remedy high blood pressure, anemia, joint diseases, gastric disturbances, and it is believed it will cure tuberculosis. They also believe it will remove blood clots from the body. (Delza, p. 9 - Chong, p. 94).

The characteristics of the exercises involve certain principles of action. The postures are first of all gentle and soft as opposed to stiff or strained. They require coordination between mind and body: the sense and the action. They require concentration and harmony between mind and body. Each movement must be consecutive and integrated, "like clouds drifting by or water flowing continuously." The movements are circular in nature including large and small circles, semi-circles, and ovals employed to reach every part of the body. The circular movement promotes calmness and creates energy. It prevents one from over-exerting himself and creates evenness. Good balance and clarity of movement is an essential part of the exercises. The flowing continuous movements are like "a drop in a moving streatm; the beginning and the end cannot be seen." (Delza, p. 23)

To begin an exercise session, you must first of all be calm and quiet, hold the head upright, relax the trunk and arms, and breathe naturally and smoothly. Only with the proper frame of mind can you obtain the full value of the exercises.

All the movements employed relate to the principles of "yin and yang." The Chinese believe that all life is composed of two energies: positive and negative, firm and soft, straight and curved, inhalation and exhalation, male and female, light and dark, open and closed, solid and empty, movement and stillness, active and passive, and other opposites of yin and yang. Nothing exists by itself but all things are complementary. T'ai Chi is the sum of this harmonious relationship.

The symbol for T'ai Chi Ch'uan is a circle divided into two equal parts by a curved line. The wavy line represents dynamic movement of the life force. One half of the circle is gray; one half white, but often there is a spot of the other color in each to symbolize the interrelationship between the two. The shadowed side is yin; the white side is yang.

The Chinese use picturesque speech in detailing the exercise or at least the English translations are interesting. Some of the exercises are: "Wild Horse parts its mane;" "White Crane spreads out its wing;" "Grasping the Bird's tail;" "Waving hands like clouds drifting by," and "Hand strums the lute."

In addition to the persons performing Tai Chi in the morning, there were a number of other activities. Several groups of women were folk dancing to a tape recorder. Others were exercising to music. Several different groups were practicing martial arts, such as Kung Fu or sword or fan movements. One group of children were practicing Kung Fu with their teacher. Some were playing badminton, and each park had its complement of aged observers. It was obviously a happy social time for them all.

But how can one make exercise a social requirement for a number of people? Many Americans seem to prefer solitary exercise as jogging, surfing, swimming or bicycling. A few more enter into group sports as baseball or basketball, although this generally seems to have been a carry-over from high school or college. Women, too, tend to be erratic in exercising with a group because appointments or conflicts, although Nye and Wood found that the women preferred the group activity. (Nye & Wood 35-36.) J. R. Brown of Canada pointed out that we need more and better facilities to promote physical education programs throughout the adult years. He thought adult exercise programs could contribute greatly to preventative health care in his country. (Brown 894.)

It has been said that the Chinese are prepared psychologically and physiologically for the practice of Tai Chi Chuan. Perhaps westerners are not prepared in this way. (Delza 8.) Certainly, it is far from being socially acceptable to the majority of Americans today, even though all of us feel that to exercise is a worthwhile endeavor. Very little physical effort is required for living in today's world. Therefore, the individual must put physical activity back into one's life style. There are three possible ways to do this. One way would be to increase one's daily physical activity, such as walking whenever possible and leaving the car at home. Another approach might be to seek out leisure activities that contribute to overall fitness. The third avenue might be to follow a prescribed exercise program. (Wessel 25.)

But exercise can be tiring, warm and boring so that the benefits must be worth the sore muscles. The body can be restructured with improved muscle tone and better body proportions. Exercise burns off excess body fat so it can be used to maintain desired weight. The exercising person carries himself better and maintains flexibility and muscular control. He has more energy with improved body functioning and strengthening of the heart, lungs and blood vessels. The individual has improvement in his efficiency, is able to rest and sleep better and finds more enjoyment in daily living. He also gains protection against chronic, degenerative conditions as arteriosclerosis and muscle atrophy. (Wessel 110-111.) Equally as important as the physical benefits are the psychological benefits. Tension and anxiety are reduced by physical exercise, and a general feeling of well being is prevalent. (Nye pp. 48-49.)

In conclusion, it seems desirable and judicious to exercise daily. It seems important for each person to exercise in a way he enjoys. Hopefully, Westerners could emulate the Chinese custom of daily exercising with friends. Perhaps it could be one of China's more important exports.

1. Student will read articles included in module.
   a. "Philosophy and Traditional Chinese Medicine" explains the correlation between medicine and the Chinese view of life. It explores the two types of medicine.
   b. "An essay on some of the fundamental philosophical tenets found in traditional Chinese medicine" relates the principles of yin and yang, and the treatment of illness using these methods.
   c. "The Shoo King" delineates the five elements and how they are created or destroyed.
2. Student will explore other books to gain depth.
   a. "Man Adapting" explores man's relationship with his environment.
3. Student will then answer the questions on "Self Checks" page.
4. Student will meet with instructor for small group discussion.
5. Student will answer evaluation.

OVERVIEW:

Following this module of study the student will be able to:

> Identify Chinese philosophy as it applies to traditional Chinese medicine and gain insight into value systems in China.

STUDY OBJECTIVES:

1. Define Chinese Taoism.
2. Discuss Buddhism.
3. Discuss two types of Chinese medicine.
4. Identify commonalities in Chinese and Western medicine.
5. Discuss value systems in China which enable philosophy and medicine to be intermingled.
6. Discuss different preceptions of illness and wellness.
7. Discuss two types of medicine in China.
8. Discuss historical significance of folk and traditional medicine.
9. Discuss different applications of folk medicine.
10. Discuss national philosophy and medicine.
11. Indicate treatments of disease conditions.
12. Discuss origin of the five elements.
13. Discuss permutations of the five elements.
14. Discuss treatment of disease in relation to the five elements.
15. Indicate the holistic approach to illness.

SELF CHECKS:

1. Name the 5 basic elements.
2. Discuss treatment of disease in relation to the five basic elements.
3. Define Yin and Yang.
4. Identify several examples of Yin and Yang.
5. Identify values that make traditional Chinese medicine still viable.

MODEL ANSWERS:

1. Earth, water, fire, meta, wood.
2. Sickness relates to five elements. Any lack of harmony in life or between the five elements causes illness.
3. Yin and Yang are the complementary pairs of all things in the universe.
4. Light-dark, male-female, open-shut, sickness-wellness, circular-straight.
5. a. Value of close correlation between physical and mental good health.
   b. Feeling that daily exercise, healthful dietary habits, physical and medical discipline all contribute to good health.
   c. Value of cultivating a harmonious relationship with your environment.

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"INTERNATIONALIZING GENERAL LITERATURE COURSES"

Robert Earl Kipp, Jr.

INTRODUCTION

For some time the Brevard Community College general education requirements have required students to take a general literature course as the second semester communication requirement in the freshman year. This course has five general goals: student improvement of writing, reading, speaking, thinking and listening.

Since the literature text which has been in use for some years contains literature from countries other than the United States, it might be thought of as an international literature text.[1] Partly this is true, but most texts of this kind largely feature American writers and some western European literature.

On examination such texts often are found lacking in Indian, Latin American, Oriental (Japanese, Chinese, Korean), African, Arabian (and other middle eastern cultures), Filipino and Russian Literature, to name a few. This is particularly true in modern literature. Such texts can hardly be called international. Yet, more world wide literature, particularly short stories, is being translated into English today than ever before.

The following suggestions are made in order to correct those gaps, to provide a procedure for internationalizing general literature courses, and to teach such literature effectively. These suggestions can be used to formulate an international short story module or to revamp an entire semester's course.

RATIONALE

Just as so much of American literature deals with political, social and economic movements and mores peculiar to Americans, so a great deal of world literature deals with problems peculiar to the writers' nationalities. Reading and discussion of such literature may involve interesting cross-cultural differences and, hopefully, the development in students of greater toleration for other cultures.

The general literature teacher can provide human experiences through readings and discussions which transcend the local concerns of individual students, however. The study of international literature can greatly facilitate the progress of world understanding by showing the universality of the basic human emotions and the basic state of man worldwide.

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[1] K. L. Knickerbocker and H. Willard Reninger, eds., Interpreting Literature, Sixth Edition, (New York: Holt, Rinehar and Winston, 1978).

The Development of the Concept of Universal Themes

The American author, William Faulkner, in his "Nobel Prize Acceptance Speech" delivered in Stockholm in 1950, states the one overriding humanistic universal of all good writing as the embodiment of the theme of ". . .the human heart in conflict with itself. . . ."[2] This seems an excellent way to describe the type of theme which transcends national lines.

Numerous universal themes illustrate this principle of conflict with oneself. There is the theme of conflicting views of war within the individual. Another universal theme is that of the consequences of greed and materialism. A third example of the conflict of the human heart with itself involves the struggle for self-independence and awareness. These themes and others are examples of universals which can be found in many writers from different countries and different experiences.

Choosing international literature which conveys such universally understood concepts should become uppermost in the mind of the instructor who wishes to truly internationalize a general literature course. Students, hopefully, through such literature begin to see the common bases for human life lived under varying circumstances. . . .

HOW TO USE THE BIBLIOGRAPHIES

The short story selections in each of the three following bibliographies, labeled Appendices A, B and C represent an overview of current world literature in the short story genre. In Appendix A the home country of the author is given as well as a brief description of the literal level of the story and a brief description of the literal level of the story and a brief description of a possible reading of the universal or symbolic level of meaning.

All of the stories in Appendices A and B have been class tested. Many have been used in various ways many times. The stories in Appendix A should be used in combination with the "standard" American and Euorpean stories found in most general literature textbooks. An example of a "standard" list can be found as Appendix B. Almost any short story, however, from the master authors represented by Appendix B is helpful no matter which is used.

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[2] William Faulkner, "Nobel Prize Acceptance Speech," Interpreting Literature, Third Edition, K. L. Knickerbocker and H. Willard Reninger, eds., (New York: Holt, Rinehart and Winston) pg. 846.

One will find many American stories in such a "standard" list. At first, there may be a temptation to eliminate American stories from an international short story course, if only to give well-deserved attention to productions from the rest of the world. That temptation should be resisted.

It seems to work best if one uses more American stories than any other single nationality. American short story writers are simply the best and most varied in the world. Besides, the non-American students in class like to read American stories and will often choose them over any other single nation's output when given a choice.

In addition, stories about Americans, written by non-Americans, will be found to be very interesting to class members. Several such stories, representing Filipino, Russian, and Vietnamese authors are included in the bibliographies. Needless to say, these prove to gain quite a bit of attention from students when used in class.

In Appendix C one will find a list of international short story collections which can act as an international literature gold mine. Most stories which contain universals are serious in tone; however, a few humorous stories which contain universals have also been included.

By relying on Appendix A as the primary international short story list, and by combining stories from the "standard" list in Appendix B, one can have material to fill a term's course. The books in Appendices A and C can be combined and ordered for the library. They will form the core of an excellent international literature section all translated into English. International novels can be added to the collection by ordering novel works written by the better-liked authors in the short story collection. Also, a copy of Dr. Bixby's paper, "International Literature Module: A Study of Four Novels," (Brevard Community College, Melbourne, Florida), can be obtained. It contains an excellent bibliography as well as a well thought-out prescription for adding an international novel module to the general literature course.

After a comprehensive list has been drawn up, and the necessary duplication has been performed, one should experiment with these stories. Some stories can be grouped for better effect. Some are better for reading aloud than others. Some seem to work better than others as an out-of-class reading, and some work well for the basis of writing assignments. Some of the longer stories are so enthralling that interest in them can be sustained over several class meetings.

A final word about universals: The universals suggested for the stories in Appendices A and B are just suggestions. Often they are derived from actual class use of the story involved.

They are to be considered as broad statements that most of the class members will readily understand, generally agree upon, and might suggest themselves. They are meant to start and stimulate discussion, not to be memorized. Students will find other universals, of course.

Recently, a student in an international short story class said, in class discussion, that many universals sounded like clichés. It was probably meant as a slight criticism but really it's true. The concept of universals in literature (and all art as well) presupposes that there are certain insights into the human condition which remain relatively static.

Unfortunately, these human universals must be rediscovered over and over since daily living seems to press thoughts about life's meanings from our minds. Such clichés are universals one tends to forget and perhaps should be reminded of more often.

Abstract thought is difficult and rare for many students. Yet we know that the only way we become more human (humane) is through abstract thought. A major goal of an international short story unit (or course) is to introduce such abstract thought to the students so they might better understand man's universal condition and become more tolerant and humane. At the very least a student will improve his reading ability.

ANNOTATED BIBLIOGRAPHY

Japanese.

Akutagawa, Ryunosuke. "The Nose." Japanese Short Stories.
New York: Liveright Publishing Corp., 1962, pp. 193-205.

Possible Literal Meaning: A priest who was born with an extremely long nose worries about it until he has it shortened. Then he starts to worry more as people laugh at him louder than before. Possible Universal Meaning: Most people want someone else to look down upon. Everyone has some physical defect and it does no good to try to change it rather than accepting it.

Japanese.

Akutagawa, Ryunosuke. "The Tangerines." Japanese Short Stories.
Liveright Publishing Corp., 1962, pp. 206-211.

Literal: A man traveling on a train between Tokyo and Yokosuka feels depressed. A young woman comes into his car and throws the window open just as the train passes through a tunnel.

Smoke pours in and as he is about to reprimand her she throws tangerines out of the window to her family waiting at the crossing. Universal: Simple human things can often call us back to life and alleviate our melancholy.

Argentinian.

Borges, Jorge Luis. "The Handwiring of God." Latin American Writing Today. Baltimore, Md.: Penquin books, 1967, pp. 18-22.

Literal: The last of the Mayan priests is imprisoned by the Spanish in a dungeon. In the next cell is a Jaguar. The priest is imprisoned in almost total darkness and he remembers the old belief that God had written a magic sentence on something at the beginning of time. He comes to believe that he has deciphered the holy sentence within the dot pattern on the skin of the Jaguar. In the end he rejects the possible power that the sentence gives him and refused to give it to the world. Universal: Man constantly seeks for answers in a world of uncertainty, incompleteness and doubt.

Argentinian.

Borges, Jorge Luis. "Interview at Cambridge, Mass. Jan. 15-20, 1968." Seven Voices: Seven Latin American Writers Talk to Rita Guibert. New York: Knopf, 1973, pp. 77-88 and following.

While not a short story, this excellent interview with one of the leading Latin American writers about his writings, the writing of others and life in general provides an interesting background.

American.

Capota, Truman. "A Christmas Memory." Selected Writings of Truman Capote. New York: Random House, 1967, pp. 148-161.

Literal: A young boy who lives with his old, supposedly senile, female cousin spends a last Christmas with her before being sent to military school. Friendship, love, humility, patience and knowledge are all taught to the boy by his older cousin through the American religious practice of Christmas. Universal: Universal meanings of religion are taught through kindness and example.

African.

Cornell, Adrienne. "Because of the King of France." *Black Orpheus: An Anthology of New African and Afro-American Stories*. Ulli Beier, editor. New York: McGraw-Hill Book Co., 1964, pp. 150-154.

Literal: The author describes her childhood in which she and her brother always wondered about an older cousin who had gone off to Sidney Australia to live. One day she sees her cousin in town back from Sidney. She asks him why he went away and he tells her an involved and elaborate tale to the effect that the King of France had sent him away. *Universal*: Most children grow up with a great capacity to wonder and imagine things.

Filipino.

Diaz, Rony V. "Death in a Sawmill." *Modern Philippine Short Stories*. Leonard Casper, editor. Albuquerque, New Mexico: The University of New Mexico Press, 1962, pp. 168-178. Introduction to the author, pp. 166-167.

Literal: A sawmill owner's son comes back after an absence to go hunting with his father's foreman. He sees jealousy cause one man to kill another and sees the contrast between the untouched jungle and the blight of the sawmill area. *Universal*: Man's technology kills nature as it also kills part of the men who work with it.

Lebanese

Gibran, Kahlil. *The Prophet*. New York: Alfred A. Knopf, 1960. Select several chapters.

The gentle savant from Lebanon, Gibran, has the prophet deliver some philosophical profundities which seem to apply quite universally to all humans. Almost any universal ever thought of is represented by some part of this work.

Chinese.

Hua-Ling, Nieh. "The Several Blessings of Wang Tanien." *Twentieth Century Chinese Stories*. New York: Columbia University Press, 1971, pp. 194-201. Introduction to the author, p. iv.

Literal: Two old friends have dinner together and reminisce about old times and a new fish breeding scheme that one has. Universal: "Let's sing while the wine lasts, for life is brief, like the morning dew," one character says.

Syrian.

Ikhlassi, Walid. "The Dead Afternoon." Modern Arabic Short Stories. Denys Johnson-Davies, editor. London: Heinermann Educational Books, Ltd., 1978, pp. 19-21. Introduction to the author, p. iv.

Literal: The author describes the details of an afternoon with his grandmother and his sister. A sleeping fly on the window seems to symbolize his emotions. Universal: Life often seems tedious and boring.

Russian.

Ivanov, Vsevolod. "The 'Merican." Flying Osip: Stories of New Russia. Freeport, N.Y.: Books for Libraries Press, 1970, pp. 114-120.

Literal: Kindness is shown to a captured American soldier by a poor village. The American comes to see himself as one with his captors. They let him go hoping he has understood them and will spread the word that they are humane. Universal: Even the effects of war cannot totally kill the humanistic spirit of the common man.

Filipino.

Javellana, Stevan. "The Hidden Sea." Philippine Writing: An Anthology. Westport, Ct.: Greenwood press, 1971, pp. 117-126.

Literal: A midwife is abducted and forced to attend the pregnant woman of a bandit chief on the run through the jungle. On the trip the midwife finds out from the chief's woman that she too was abducted by him. Universal: People feel closer to one another in times of terror and fear.

Indian.

Kanti Dey, Bimal. "Bicycling to Mecca." East-West, V. 8, No. 7, (July 1978), pp. 72-77. Introduction to author as headnote, p. 72.

Literal: An exceptional story of a man from India who, while bicycling through the deserts of Saudi Arabia, is caught in a sandstorm which buries his cycle and wipes out all landmarks. After several days and nights of wandering in the desert he is finally rescued. Universal: Life seems more important after almost dying.

Polish.

Kawalec, Julian. "Strength." The Modern Polish Mind. Maria Kuncewica, editor. New York: Grosset and Dunlap, 1963, pp. 206-207. Introduction to the author, p. 205.

Literal: Two rough iron workers are momentarily stopped by the beauty of a blue butterfly that comes to rest atop the iron pile they are moving. Universal: Life is beautiful and fragile. There are strengths of different kinds.

Indian.

Kumar Sen Gupta, Achintya. "The Bamboo Trick." Literature of the Eastern World. Glenview, IL.: Scott, Foresman and Co., 1970, pp. 207-212.

Literal: At a fair, the father of a young boy forces his son to do a dangerous trick in order to make enough money to survive. Universal: Man's dignity often disappears when poverty and suffering become unbearable.

Vietnamese.

Ky, Ngoc. "A Visit to My Village." Between Two Fires: The Unheard Voices of Vietnam. Ly Qui Chung, editor. New York: Praeger Publishing, 1970, pp. 75-93.

Literal: A Vietnamese soldier goes home to his villege and finds that everything is destroyed and there is much suffering among the survivors. Universal: War affects the common man most and no part of a country is immune from its effects.

French.

de Maupassant, Guy. "Saved." *The Complete Short Stories of Guy de Maupassant*. New York: Walter J. Black Co., 1903, pp. 224-227.

Literal: A young wife is "saved" from her husband by getting a divorce through deception. *Universal*: Restrictive customs differ from culture to culture but every society has them.

French.

de Maupassant, Guy. "The Signal." *The Complete Short Stories of Guy de Maupassant*. New York: Walter J. Black Co., 1903, pp. 227-231.

Literal: A man haunts a beautiful rest area where sick people go to recuperate or die. He paints portraits of people he judges are dying and then presents the paintings for sale to the relatives after death. *Universal*: There have always been people who live off the suffering of others. There have always been vampires.

Indian.

Rama Rau, Santha. "Who Cares?" *Tales From Modern India*. K. Natwar-Singh, editor. New York: The MacMillan Company, 1966, pp. 248-274. Introduction to the author, p. 247.

Literal: The author, an Indian woman educated in the United States, meets an old friend after returning to India. The friend, an Indian man educated in England and America, meets her many times. They discuss their changed attitudes toward life and Indian society after their "western" education. She is shocked when her friend declares one day that he intends to marry a "traditional" Indian woman. *Universal*: It's very difficult to overcome ones' upbringing. We are all "programmed" by our early societal experiences.

Filipino.

Roces, Alejandro R. "We Filipinos Are Mild Drinkers." *Philippine Writing: An Anthology*. New York: Greenwood Press, 1971, pp. 183-187.

Literal: During W.W. II, an American soldier has some drinks with a Philippine farmer. The American passes out from too much to drink and is carried back to his military base. Universal: While the two men seem totally different they find companionship through mutual trust.

American.

Salinger, J.D. "For Exmé With Love and Squalor." Interpreting Literature, Fifth Edition. K.L. Knickerbocker and H. Willard Reninger, editors. New York: Holt, Rinehart and Winston, 1974, pp. 110-121.

Literal: A young American sergeant meets a British girl in Dovon, England and learns about the horrors and joys of wartime. Universal: Life is a series of encounters with others which alternates between love and hate (squalor).

American.

Shepherd, Jean. "Hairy Gerz and the Forty-Seven Crappies." In God We Trust-All Others Pay Cash. Garden City, N.J.: Doubleday and Co., Inc., 1972, pp. 67-80.

Literal: Times are hard and a father greedily enters contest after trying to win a prize. When he does win it turns out disastrously. Universal: Almost everyone can be motivated to want something for nothing.

American.

Stein, Gertrude, Paris France, Part IV. New York: Liveright Pub. Co., 1970, pp. 65-68 only.

Literal: An American author records impressions of the French peasants during W.W. I. Universal: The effects of war are hardest on the poor.

Korean.

Sunwon, Hwang. "Cranes." Flowers of Fire: Twentieth Century Korean Stories. Honolulu: U. Press of Honolulu, 1974, pp. 108-115.

Literal: A Korean soldier must take an old friend to jail. On the way they stop by a field where they, as boys, had tried to trap cranes. They had let the cranes loose as the man lets his friend go now. Universal: Human concerns often outweigh the letter of the law.

Vienamese.

Tan Bi, Nguyen. "When the Americans Came." Between Two Fires: The Unheard Voices of Vietnam. Ly Qui Chung, editor. New York: Praeger Pub., 1970, pp. 3-14. Introduction to the author and story as headnote, pp. 3-4.

Literal: American soldiers secure a village during the Vietnamese War. Prostitution, gambling, thievery, etc., soon abound which disrupt the life of the village. Universal: Often the occupying country in a war little understands the natives they control.

African.

Williams, Gaston Bart. "The Bed-Sitter." Black Orpheus: An Anthology of New African and Afro-American Stories. Ulli Beier, editor. New York: McGraw-Hill Book Co., 1964, pp. 36-45.

Literal: An African living in London is given notice to quit his apartment. He spends days trying to find another place to live and, in the process, is introduced to the varied living conditions of London. Universal: People's state of mind can often be found to be similar to their living conditions.

BIBLIOGRAPHY

Following is a list of "standard" European and American stories already used by many teachers. Each selection comes from K. L. Knickerbocker and H. Willard Reninger, editors. Interpreting Literature, Sixth Edition. New York: Holt, Rinehart and Winston, 1978. Since these stories are so familiar only a possible universal reading of each is given.

Baldwin, James. "Exodus." pp. 140-144.

Sometimes a new start or clean break is necessary in life.

Bradbury, Ray, "There Will Come Soft Rains." pp. 152-155.

Man has become capable of inventing machines which can destroy life on the planet.

Colette. "The Bitch." pp. 123-125.

Men can sometimes understand animals better than other men.

Faulkner, William. "A Rose for Emily." pp. 78-83.

It is difficult for people to forgive others. We like to think the worst of everyone.

Galsworthy, John. "Quality." pp. 10-13.

Quality is elusive but recognizable. Quality is rare and fragile.

Hemingway, Ernest. "A Clean Well Lighted Place." pp. 40-42.

Extreme loneliness overtakes almost everyone in old age. Younger people must have experienced loneliness to understand it.

Jackson, Shirley. "The Lottery." pp. 74-78.

Population overcrowding can lean governments to enact brutal new laws to curb population.

Kafka. Franz. "A Hunger Artist." pp. 125-130.

Most people are so self-centered that it's difficult to appreciate others. Fanaticism is so rare that few people understand it.

de Maupassant, Guy. "La Mère Sauvage." pp. 83-87.

War is most brutal on the poor.

Oates, Joyce Carol. "In the Region of Ice." pp. 65-74.

We never know what another person is thinking or their little private heavens or hells.

O'Connor, Flannery. "Everything that Rises Must Converge." pp. 31-40.

People are more like each other than they imagine.

Sartre, Jean-Paul. "The Wall." pp. 130-140.

Life often presents one with the unexpected. Life is often ironic.

Steinbeck, John. "The Chrysanthemums." pp. 48-53.

Many people desire a life different from what they have. The grass is almost never greener on the other side.

Vonnegut, Kurt Jr. "Harrison Bergeon." pp. 164-167.

Handicaps in life can only be completely eliminated by destroying initiative and creativity.

INTERNATIONAL SHORT STORY COLLECTIONS

Akutagawa, Ryunosuke. Exotic Japanese Stories. New York: Liveright Pub. Corp., 1964.

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Babel, Isaac. The Collected Stories of Isaac Babel. New York: Meridian Fiction, 1960.

Blocker, Joel, editor. Israeli Stories. New York: Schnocker Books, 1962.

Bree, Germaine, editor. Great Grench Short Stories. New York: Dell Pub. Co., 1960.

Feng, Meng-Lung, editor. Stories From a Ming Collection-The Art of the Chinese Story-Teller. New York: Grove Press, 1978.

Frank, Waldo, editor. Tales from the Argentine. New York, Books for Libraries Press, 1970.

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INTERNATIONAL/INTERPERSONAL COMMUNICATION PROGRAM

Robert E. Kipp, Jr. and William Jameson

INTRODUCTION

At its very best, communication is fraught with major difficulties. Yet it is communication which distinguishes man from other forms of life. Man's reactions, his formulation of plans, or his modification of behavior all are tied to his symbolic actions. Unfortunately, most men spend little time dealing with the complexities of the process of their interaction with symbols. They simply react. Their reactions lead to moments of bliss and harmony or to moments of hatred and violence. All too often, alas, symbols lead to confrontations, criticism, and conflict rather than to cooperation. A serious study of man's symbolic systems and of his reaction to these symbols is relatively new. However, it is the belief of those who make intense study of the communication system that such study can modify behavior and result in more cooperation than conflict.

Everyone grows up in a particular society. Our society programs us to give proper responses to the symbols which it presents us. As symbol users we bind time within our minds. As time-binders we formulate our concepts or attitudes by when we were programmed, by what we were programmed to believe, by where, that is in which country, in which neighborhood we were programmed and of course, by who programmed us at the time.

GENERAL SEMANTICS

All of us can become more scientifically aware of our particularly human characteristic of reacting to symbols. This particular branch of knowledge is called "general semantics" to distinguish it from "semantics." Unlike the linguistically oriented symbolic logivian whose work with language deals with complex theoretical questions of meaning, the general semanticist deals with human beings, he deals with human interactions to communication symbols.

The basis for this particular branch of knowledge is quite universally attributed to the Polish "Count"--Alfred Korzybski. Korzybski published his major work, Science and Sanity, in 1933. This book was once chosen by a group of the world's most respected men as one of the top fifty most important works in the history of man....

Fortunately for those who wish an introduction to general semantics the complex presentation of Korzybski in Science and Sanity has been simplified by other later writers such as Stuart Chase and Wendell Johnson; however, the most popular and most famous repackaging of Korzybski is S. I. Hayakawa's Language in Thought and Action.

Hayakawa's book presents many of the principles of Korzybski in readable language, and should perhaps form the "core" for the so-called "metalanguage"--that is the general semanticist's language about language. Indeed, a major part of the study of our symbolic behavior is a basic ability to abstract and label the communication and thereby analyze why we behave as we do. Once one learns that his reactions may be the result of built-in judgments or faulty inferences, or map and territory problems, his behavior can be modified and his language reactions cooled down. Thus again the one aim of general semantics is to avoid conflict and learn cooperation.

SEMANTIC PRINCIPLES FROM KORZYBSKI

Perhaps the most cogent systhesis of the principles and terms used by general semanticists was presented in Stuart Chase's book The Power of Words.[2] In that book Chase lists what he felt were the twenty-one principles to be found in Korzybski. They are as follows:

1. No two events in nature are identical. This proposition is accepted by modern scientists. It runs counter to the "is of identity" in Indo-European languages and to the "A is A" of formal logic. (As a warning signal, we use index numbers.)

2. Nature works in dynamic processes. Accepted by modern scientists and by some schools of philosophy. It disagrees with the linear, cause-and-effect structure of our languages. (Warning signals: dates and hyphens.)

3. Events flow into one another in nature by 'insensible gradations." Nature is all of a piece, though our language tends to separate it into classes. (Korzybski suggests the use of hyphens to join events--such as body-mind.)

4. Nature is best understood in terms of structure, order, relationships. Einstein helped to establish this through the principles of relativity. Indo-European languages, with substantives, entities, absolutes, are at odds with the proposition.

5. Events in nature are four-dimensional. Modern physicists, as well as the Hopi Indians, think in terms of space-time. Some other languages are structured for three dimensions, and those who speak them have difficulties with the concept of time.

6. *Events have unlimited characteristics*. Our languages leave many of them out and thus may distort a judgment. (korzybski suggests *"etc."* as a warning signal.)

7. *There is no simultaneity in nature*. Western languages assume it is a matter of course; physicists do not.

8. *There are no abstract qualities outside our heads*. But languages may create verbal spooks which seem to be moving out there. Philosophers back to Bishop Occam have been aware of this difficulty. *(Quotes* give a warning.)

9. *Natural "laws" are at best only high probabilities*. Most scientists are now committed to probability theory. The structure of English, among other languages, favors absolute laws and eternal principles.

10. *Multivalued logic is cardinal in understanding and explaining nature*. Indo-European languages tend to force us into two-valued thinking, fortified by formal logic. (Korzybski suggests the use of *indexes* and *etc*. as warning signals.)

11. *A word is not a thing but an artificial symbol*. This has long been known, but the language structure still objectifies words and encourages word magic. *(Quotes* help to offset this danger.)

12. *A fact is not an inference; an inference is not a value judgment*. The distinction is well known to the law, but not to the laity, and vast semantic confusion results. The distinctions may be illustrated by three statements:

    (1) This train is going 20 miles an hour.
    A fact.

    (2) At this rate we'll be an hour late.
    An inference.

    (3) This lousy railroad is never on time!
    A value judgment.

    Asked to define an event, most of us jump to the level of value judgment. A proper identification begins at the other end, with the facts.

13. *A map is not the territory*. Our words are not nature, but their structure should correspond to the structure of nature if we are to understand our world.

14. *The language of mathematics contains structures which correspond to the structure of nature*. Korzybski expected a young crop of geniuses in physics as a result of the new talk--and sure enough, they appeared.

15. *"Reality" is apperceived on three levels: macroscopic, microscopic, submicroscopic*. This point is not unique with Korzybski, but his emphasis is unique.

16. *The systems of Aristotle, Euclid, and Newton are now special cases, and outmoded as general systems*. Korzybski does not hold that these three great men were wrong, only that their "laws" cover less territory than was formerly supposed.

17. *Extensional, or objective, thinking is clearer and more accurate than intensional, or thinking inside one's skull*. This is another way of saying "find the referent"--a phrase which Korzybski did not like to use.

18. *At the end of all verbal behavior is undefined terms*. This is the point where the sense must pick up the signs from nature. Korzybski has emphasized this "unspoken level" more forcefully than any other writer.

19. *Language is self-reflective*. It is possible to make statements about a statement about a statement indefinitely.

20. *Man, alone among earth's creatures, "binds time"*; that is, profits by the experience of past generations. This was well known and obvious long before Korzybski, but uniquely phrased by him.

21. *The nervous system can be consciously reoriented to improve evaluation*. Science can restore sanity. Korzybski deeply believed this, titled his book as a result of it, but his proof is not conclusive. If the proposition turns out to be true it may add considerable to his stature. Delayed response, the use of

> the warning signals, awareness of abstractions, and the rest, do improve evaluation without question. But does the use of general semantics restrain the whole nervous system, so that improved evaluation becomes as automatic as the knee jerk?[4]

The 1975 book of John C. Condon and Fathi S. Yousef called An Introduction to Intercultural Communication[5] approaches the subject in a very readable and most practical way. The writers manage to break apart a very complex subject into some basic areas of concern which an adept learner could use as a guide for developing universal communication skills.

The work develops four major considerations (specific goals) one must study in order to achieve better communication.

First one must study cultural values. The magnitude of such a task must give one pause. Yet the idea that language and values are tied to one another is basic to intercultural communication.

Second one must study non-verbal behavior. Often how one says what he says is more important than what he says. And that varies from culture to culture.

Third one must study language behavior. In this case the matrix of values, culture, and semantics all come into play.

Fourth one must study patterns of reasoning and rhetorical patterns. Often freshman college courses spend a term on this subject alone--in the native language.

Condon and Yousef's major considerations could easily form the "core" of an attempt to achieve more flexible communications skills, but the major contributions to such a study should be current problems, current events, and an exchange of problems and ideas between the teacher and the students based on Condon and Yousef's four goals and the principles of general semantics.

SEMANTIC PRINCIPLES FROM HAYAKAWA

S. I. Hayakawa's book Language in Thought and Action, which was previously mentioned, should be considered for a text for a course or unit in international communication. Hayakawa has defined Korzybski's principles in more extensional, less abstract ways. Hayakawa delineates many semantic principles but the teacher would do well to concentrate on the following:

1. Maps and territories
2. Intention and extension
3. High and low level abstractions

4. Taboos (excellent for international, cross-cultural study)
5. Reports, inferences, and judgments
6. Two-valued vs. multi-valued orientations

Hayakawa has sections dealing with each of these principles which should be first mastered.

INTERNATIONAL/INTERCULTURAL SEMANTIC EXERCISES

Once mastering the abstract definitions from Hayakawa, one can begin to apply them with international emphasis. Student activities are the best way to show students the applications of semantic principles. International magazines should be combed for articles which can be used in class. Foreign literature, short stories and poetry, can be utilized. For example, Japanese Haiku can introduce students to cultural values of the Orient.

Excellent semantics exercises can be devised from newspapers. Articles of international semantic interest can be Xeroxed and made into overhead transparencies for use in the classroom. Another newspaper exercise would be to have all students purchase a particular day's local paper. Then the paper could be used as a sort of text to pick out semantic examples.

In conjunction with magazine and newspaper articles, students can be assigned the task of compiling a semantics scrapbook. They should be asked to clip articles and advertisements which have some semantic meaning. These articles are taped to a sheet of paper and the student then explains how the article illustrates the particular semantic principle which has been identified. In addition, conversations which can be analyzed for semantic meaning should be recorded. Also useful in this manner are television and radio programs, advertisments, billboards, and bumper stickers.

Special discussions about particular topics of semantic interest can form the basis for other exercises. For example, an excellent classroom discussion can be developed about the human mind and how it works (or how we think it works). Such workings of the mind as fantasy, remembrance, and adventure can be used to stimulate discussions about semantic behavior.

Special programs can be worked up and presented by the instructor. An example would be a special program on a famous event in history such as the John Kennedy assassination. Wars and other political events of that magnitude can be used. The instructor's interests should be the guide here.

A film made by Hayakawa works excellently to show the effects of programming (time-binding) to students. It was made for KQED TV in San Francisco and is called Experience as Give and Take (Language in Action). In this film, Hayakawa shows a series of optical illusions developed by Adelbert Ames at the Dartmouth Eye Institute. The point is made graphically that the illusions occur because of past programming in the mind of the observer. The film can lead into the stimulating discovery that each society programs people differently.

Finally, examples which are of semantic interest can be used as the basis for discussion groups, class discussion, or writing exercises. These can be found in many varied places, and the very variety will illustrate the widespread influence of semantic principles.

FOOTNOTES

[1] S. I. Hayakaws, Language in Thought and Action, (New York: Harcourt Brace Jovanovich, Inc., 1972).

[2] Stuart Chase, The Power of Words, (New York: Harcourt Brace Jovanovich, Inc., 1954).

[3] Chase, pp. 145-148.

[4] Wendell Johnson, "General Semantics and the Science Teacher, " American Journal of Physics, v. 15, (March/April, 1947), pp. 158-159.

[5] John C. Condon and Fathi S. Yousef, An Introduction to Intercultural Communication, (Indianapolis, Indiana: Bobbs-Merrill, Inc., 1975).

"INTERNATIONAL HUMANITIES MODULE: YIN/YANG"

Vivian Kassim-Knipsel

In Chinese philosophy, Yin/Yang represents the dual forces or principles in the universe. All things and events are products of these two principles. When they are balanced, there is harmony, when they are unbalanced, there is chaos. Within each, a dot from the other symbolizes their integral relationship.

OBJECTIVES

1. To acquaint students with concepts from other countries.

2. To invite and encourage students to examine the concepts of masculine and femine in their own culture as well as in foreign cultures.

3. To help students learn new ways of seeing and thinking.

This material may be used as a complete unit in itself, or it could be broken into one hour (one period) segments or presentations and integrated into course materials in a number of different courses. I will suggest several types of courses, but each instructor will know when or where to best integrate the material into his or her own course material. This material could be used in:

Humanities I
Philosophy
Sociology
World Religion
The WENDI Program

Humanities II
Contemporary Humanities
Psychology
Numerous Literature Courses

Possibly, with some imagination, it could be adapted to a History, or English/Communications, or even a Speech course. There may be other courses I have not mentioned.

I have used this material in my own classroom and have found students receptive to it. My emphasis is on discussion. Remember to adapt the material so that it will fit into the course that you are teaching. The pace and amount of material would also depend upon individual instruction.

In order to begin this unit of study, the first activity should be to have the class view the film, A Question of Balance, from The Long Search thirteen-part series.

A Question of Balance, number eleven in the series, was filmed in Taiwan and gives many insights into the use of Yin/Yang in Taoist Chinese society. It is available in film or video cassettes. The information needed to order is listed below. The current cost for rental is $26.00. Other materials that go with the series are also listed.

MATERIALS

"The Long Search" course materials, texts, and 16mm film and video cassettes are available from the following sources:

1. Study Guide - A Student's Guide to the Long Search, selected readings and a study guide prepared by Miami-Dade Community College. Paperbound, $7.95. Contact: W. C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001. Phone: (319) 583-1451.
2. Supplementary Text - Religions of Man, by Huston Smith. Paperbound $2.95. Contact Harper & Row Publishers, Inc. Keystone Industrial Park, Scranton, PA 18512. Toll free phone: (800) 233-4177.
3. Trade Book - The Long Search, by Dr. Ninian Smart. Contact: Little, Borwn and Company, Orders Department 200 West Street, Waltham, MA 02154. Phone: (617) 227-0730.
4. Video cassettes and 16mm film - available in 13 programs from Time-Life Multimedia, 1271 Avenue of the Americas, New York, NY 10020. Phone: (212) 556-7761. Contact: Mr. Rick Schilling, Time-Life Multimedia Sales.
5. For additional course information and copies of this "information package" contact: Karen Robinson, Auxiliary Services, Miami-Dade Community College, 11011 SW 104th Street, Miami, FL 33176. Phone: (305) 596-1361 or 1364.

SUGGESTED ACTIVITIES

1. Define and discuss the Yin/Yang principles. (You might want to refer to The Tao Te Ching or The Chinese Book of Changes.)

2. List on the board the characteristics of each: for example:

YIN	YANG
feminine	masculine
negative	positive
passive	active
weak	strong
heavy	light
mortal	spiritual
earth	heaven

3. Ask the students to suggest other opposites.

4. Define and discuss Tao (The Way) and Taoism.

5. You might wish to do a "divination" for the class from The I Ching.

6. Could the terms Dionysian and Apollonian be listed? Why or why not?

7. If you have time, include other dialectical concepts.

subjective	objective
metaphysical	physical
creative	imitative
relative	absolute
irrational	rational
master morality	slave morality
particular	universal

How Do Men and Women Differ?

When time began, the eternal Tao separated into two elements; the light, spiritual, masculine line forces rose to the heavens and became Yang. The dark, heavy, mortal femine forces dropped down to earth and became Yin. From the eternal opposition, contradictions, and cooperation of these two forces all creation, all life, and all power flow. When Yin and Yang are balanced, nature is in harmony. But if either were to try to subdue the other, the world would disintegrate into chaos.

SUGGESTED ACTIVITIES

1. Start a lively discussion by asking: How do men and women differ?

2. Define stereotype. (A fixed or conventional notion or conception of a person, group, or idea that is held by a number of people which allows for no individuality.)

3. List and examine cultural stereotypes. For example:

female	male
weak	strong
shy	agressive
petty	noble
sensitive	rough
emotional	unemotional

Let the students list, discuss, and examine. This can be done in small groups or as a class.

4. Have students bring news articles, quotes, or other materials that complement this inquiry.

5. Use films, slides, pictures, cartoons, or any other resources available.

SUGGESTED EVALUATIONS

1. Have students write an essay explaining how their own feelings or ideas have changed or not changed.

2. Have students write a short essay comparing cultural stereotypes with the Taoist Yin/Yang concepts.

3. Ask students to respond in writing to the statement: "When you stereotype something or someone, you not only limit that person or thing, but you also limit yourself."

4. Ask how men have been limited by stereotyping? This should be an interesting discussion and writing assignment. You might want to refer to The Hazards of Being Male by Herb Goldberg.

THE TWO SHALL BE ONE FLESH

Male and female, yin and yang, Psyche and Eros, soul and body. The sexes are separate, sometimes opposing each other, sometimes seeking to dominate each other, but always both are necessary for life to continue.

Some mythologies try to show the unity of the two sexes in one androgynous person:

Some interpretations of Genesis claim that since Eve was taken from Adam's body, Adam himself must have originally incorporated both sexes and that the real fall was when the two were separated.

In Greek mythology, Hermes and Aphrodite had a child named Hermaphrodite who had the characteristics of both sexes.

Awonawilona, the chief god of the Zunis, is at first both male and female and must separate into two parts to begin creation.

Tiresias, the blind seer of the Oedipus story and the Odyssey, was both male and female.

Siva and his wife often appear united in a single body in statues. The left half is female and the right side is male. This manifestation is called Ardhanarisha.

SUGGESTED ACTIVITIES

1. Define and discuss the term androgyny in the literal and metaphorical sense.
2. You might want to refer to the book, The First Sex, by Elizabeth Gould Davis for a lively polemic, also Myths and Modern Man by Barbara Stanford.
3. Have students do outside reading and research on androgyny and bring their findings to class.

SUGGESTED EVALUATION

1. Have the students consider what a modern psychologist might mean by the following statement: "In the modern world the mentally healthy person is an androgynous (metaphorical) one." Ask students to respond in writing.

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"A SELF-PROGRAMMED UNIT FOR FRESHMAN LEVEL COLLEGE STUDENTS ENROLLED IN SIXTEEN-WEEK INTRODUCTORY COURSE TO BUSINESS"

Norman W. McCuen

GOALS

1. To introduce the student enrolled in an introduction to business course to an increased in-depth study of U.S. business structure through the comparison technique where differences and similarities for the U.S. and one other country (one to one comparison basis) are explored for each of thirty business structure subject matter areas.

2. To fully utilize the international student's wealth of information concerning their country's business structure (international student is defined as an alien enrolled in a U.S. college) by employing these students, on a limited basis, as tutors.

3. To provide business majors with a bibliography that will, when a thorough study is completed, with a history of cultural contributions, of statutory law traceable to religious beliefs explaining the historical evolution of current mercantile practices in that country at the internal transaction level and at both tariffs and free market for imports as well as encouragement or discouragement of exports.

4. To provide our U.S. business major with insight as to job entry requirements, as to career opportunities, and as to ease of entry for poor, middle income, and wealth persons for all known business occupations in that country.

5. To assemble for any given community all available resources, printed, recorded, and human such as international students, foreign businessmen on business or vising the area, U.S. businessmen with expertise in conducting overseas or continental business, so that a serious student of study concerning commercial practice differences and of similarities on a country to country comparison basis can maximize learning in the shortest possible period of time.

6. To increase the international student's understanding (the tutors) of the why and acceptance of U.S. business practices as well as enhance that student's storehouse of knowledge concerning his/her country's business practices through the act of functioning as a tutor.

LEARNING OBJECTIVES

1. To provide self-programmed study for each student by selecting key terms for each of the thirty business structure subject areas. Each 'key' term will be:

   a. defined or described in English as to accepted U.S. business usage and as to the country of comparison business usage.

   b. major business practice differences will be noted on a T-form basis for each key term. If no differences exist for the U.S. business practice as compared to the country of comparison note to that effect will be recorded.

T-Form (business)

U.S. Business Practice :Country of Comparison(practice)

Difference No. 1 ____________________ ________________________

Difference No. 2 ____________________ ________________________

etc.

   c. common business practices (similarities) for U.S. business practice and the country of comparison will be noted on a T-form basis.

2. A rationale will be provided for the student of business as to barriers or lack of barriers (import-export restrictions) concerning trade in each of the principal markets of the country by studying the history of mercantisism.

3. By examination of business ownership (types of ownership allowed, if any) the student will receive a residual benefit through noting ease of outside capital and credit for the businessman and by noting the degree of ease specialization (such as our corporate form of business ownership allows) is available to businesses in that country.

4. A bilingual vocabulary (in two languages such as English and Spanish) will be developed for each serious student for each key term mastered that hopefully will provide benefits for each participant (in this course) during his/her business career.

PRETEST

The pretest would be administered to each student enrolled in the introduction to business course on an individual appointment basis for each key term listed for the U.S. business structure subject matter area. If the student can satisfactorily define in English, using his or her acquired vocabulary, the meaning or intent of the business term then that 'term' is deleted from the list for post-term assessment.

The thirty U.S. business structure subject matter areas are:

Lesson 1 - American Business
Lesson 2 - The Business Firm
Lesson 3 - Environments of Business
Lesson 4 - Sole Proprietships and Partnerships
Lesson 5 - Corporations
Lesson 6 - Franchising
Lesson 7 - Business Location
Lesson 8 - Sources of Capital
Lesson 9 - Banking
Lesson 10 - Security Market
Lesson 11 - Bonds and Commodities
Lesson 12 - Accounting
Lesson 13 - Management (Practices)
Lesson 14 - Internal Organization
Lesson 15 - Human Relations
Lesson 16 - Human Resources Management
Lesson 17 - Labor - Its History
Lesson 18 - Labor Unions
Lesson 19 - Research and Development
Lesson 20 - Marketing
Lesson 21 - Advertising
Lesson 22 - International Trade
Lesson 23 - Production
Lesson 24 - Transportation
Lesson 25 - Distribution System
Lesson 26 - The Service Economy
Lesson 27 - Insurance
Lesson 28 - Data Processing
Lesson 29 - Computer Operations
Lesson 30 - Future of Business (in that country)

For example--one Lesson--American Business as a part of the 30 lesson U.S. business structure subject matter areas (these are common study areas of U.S. business structure at this time, 1980) will be selected for purpose of noting the selected 'key' terms that each student would take a pretest on definition or description where two countries of study have been selected by the course instructor. (U.S. and Mexico for example)

American Business-U.S. Business Structure Subject Matter Area

Key Term

Define or Describe (as appropriate for the) Term on blank lines (term) below for (a) U.S., (b) Mexico

1. Business

a. U.S. ______________________________
____

b. Mexico ______________________________
____

Key Term-American Business

Student Definition/and/or/Description

2. Land

a. U.S. ______________________________
____

b. Mexico ______________________________
____

(sub-sections (a) and (b) would be repeated with sufficient lines for student definitions and/or descriptions for each term listed in the Pretest)

3. Labor

4. Technology

5. Capital

6. Industrial Revolution. . . .If applicable to the developed country of comparison. For a under-developed country of comparison to the U.S.--this term would be deleted.

7. Capitalism

8. Economic freedom such as
    a. freedom of choice for businessmen
    b. freedom of contract

9. Competition (if permitted)

10. Private Enterprise (free enterprise)

11. Economics

12. Gross National Product

13. Profit

14. Entrepreneur

15. Socialism

16. Communism

POST-TEST

Assuming that the student who was administered the pretest did not satisfactorily define (or describe) all 18 key terms listed for the U.S. business structure subject area--American Business then that student would be assigned the course text with appropriate text pages listed for the remaining terms.

When the student signals he or she is ready for the Post-test arrangements are completed for the test to be monitored, such as in a learning lab situation, and without reference to text but allowed reference to notes the student is again required to define or describe each term.

If the course instructor grades the definition or description of the term as satisfactory the student is assigned an international student (preferably a business major and considered competent in the particular business subject area) as a tutor. The tutor would listen to the student explain the meaning of the term or review typed or written definitions--then the tutor would be expected to provide (either resources) or on his own explanations of the differences or similarities in meaning for that term in country of citizenship and the country of comparison. In event the tutor cannot provide library or other resources or an explanation on his own then the instructor would be expected to provide the student with additional resources such as names of visiting businessmen or known U.S. businessmen living in the community who possess knowledge of both the U.S. business practice and the practice of comparison. Failing all other resources noted above the instructor could provide additional places of inquiry such as our state government offices, U.S. Government, Embassies, U.N. or addresses for business commerce organizations in the country of comparison.

The last and final section of the Post-test (for that key term) would be judged by the instructor as assessor (or by outside assessors) on a simple outline form for T-type comparison -(a) differences, if any, for the business practice or custom, similarities (extent of common practice for both countries).

It should be noted that a comparision for differences or for common business practice could be an exhaustive study way beyond a sixteen week term unless 'key' terms held to a minimum. Only after a one or two year period of employment where evaluation is expressed by students involved can a list of key terms be pared to a minimum of three or four terms for each of the 30 U.S. business structure subject matter areas.

Country of Comparision Business Structure Format
Summarized by Subject-Matter Area to U.S.
Business Structure

Subject-Matter Area-American Business: United States Business Structure	Subject Matter Area-Mexican Business: Country of Comparison Business Structure
1. Land-Can be privately owned by various types of business ownership.	1. Land-Can be privately owned by various types of business ownership.
2. Labor-supply of skilled, unskilled-training facilities available	2. Labor-supply of skilled, unskilled-training facilities available

Each term would have a summaried statement reflective of that student's research and consultation

Each of the remaining 30 subject-matter areas would following with a listing of the key terms. Eventually, of course, the final version of the module would list not more than four (4) terms for each of the 30 areas or a grand total of 120 terms subject to a two country business practice comparison.

INTERNATIONAL STUDENTS ENROLLED AT A COLLEGE AS TUTORS TO U.S. BUSINESS STUDENTS

I expect international students enrolled at Brevard Community College, for example, would be willing to devote upto 8-to-10 hours per week as tutors if the course load for that international student was not excessive and if the student was to receive notation of the tutoring on his or her college transcript. Many colleges do allow the registrar to note on attached papers extracurricular experience considered beneficial to the student. The other possibility to secure the help of international students is to allow for CAEL or CLEP type assessments where the student would other-wise have to take a course such as Introduction to Business.

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A UNIT ON THE CULTURE OF BRAZIL: THE VOICES OF BRAZIL

Melissa Prevatt

INTRODUCTION

The purpose of this unit is to introduce the student to Brazilian culture. The content and perspective assume that the student has little consciousness of Brazil or its culture. The process of this introduction includes the exploration of major Brazilian myths and the expression of those myths in individual literary, musical or visual works of art.

Myth, in this sense, means the accepted social faith of the time. Myths are unchallenged for as long as they are functional, and are replaced with new myths when the vision of the people changes. In other words, new ways of seeing lead to new ways of thinking; and new ways of thinking lead to new ways of acting. Certain myths are not rejected, but instead change in intensity or focus. For example, the myth of ufanismo, or earthly paradise, changes. As ufanismo, the myth reflected the vision of the colonists that a properly exploited colony would provide all of their needs and wants. Over the years this myth altered to become the more romantic myth of nationalism. Brazilians, Europeans and North Americans participated equally in this myth of national identity and excellence.

In order to do more than recognize the elements of a culture by name and date, one needs to explore the myths of the culture. The process is to identify and define the myth, and then to discover how these myths were expressed and used. Finally, the process includes the exploration of why and how the myth changes or is rejected.

This unit does not attempt a thorough cultural history which would be material for a two-term course. Instead, this unit attempts to introduce the student to Brazil in such a way as to cause the student to want to know more. How this is accomplished depends on the style of the instructor and the type and level of the students.

The materials presented here are in a flexible form. The outlines, for example, may be used for the basis of lectures or for directing class discussion or the content of student presentations. With each outline is a reading list which may be useful to the instructor and to the student. These and the selected bibliography are made up of readings that are generally available. There is more available, a great deal of it more specialized. The books and articles in the lists are, or should be, available in most libraries. The music may or may not be so easy to locate. Therefore, a tape of the suggested selections is part of this, as is a tray of slides arranged in the order of the outlines.

The testing methods suggested are, like the rest of the unit, designed to be flexible. The essay format seems most appropriate for evaluating the ability of the student to express what has been learned as well as original or personal thoughts on the materials presented. If the instructor wishes, this may be supplemented with a series of objective questions, but these should be the lesser part of the testing, and also less important. Having the students prepare to write in class will encourage much absorption of factual material.

For those who like an historical perspective, a chronology has been included. It is useful for keeping things in mental order and for discovering relationships between events and artistic productivity and focus.

All of the materials and suggestions presented here have a double purpose. The first purpose is to teach the student the general process of cultural discovery. The second purpose is to apply this skill of discovery to the individual creative voices of Brazil. If these purposes are fulfilled, the students will have the skills and information necessary to understand themselves better, as well as to understand more about Brazilians....

TESTING AND EVALUATION

In order to evaluate the learning experience of the student, one must first decide which type of learning to measure, then what method of measurement is best. Two types of activity seem most appropriate for this type of unit.

The first type of evaluation, an assignment to research and present in class some aspect of the subject, checks several elements of learning. These elements include the abilities to gather information, to organize it and present it in such a way that the students understand the material. Since this may be a totally new subject and course to students, the instructor should determine in a clear format what is expected. Does the instructor want a predominance of facts, analysis or evaluation?

The second type of evaluation should measure whether the individual student has comprehended the nature and the meaning of the mythology of Brazilian culture. Further, the student should be able to relate the particular works studied to that mythology. This is best done by requiring the student to write an in-class essay with the following type of directions: Write a complete essay describing one of the major myths of Brazilian culture. Do this by analyzing how one work (Literary or artistic) expresses this myth. Your paper will be evaluated for the quality of the defense of your theory. Be as complete as possible.

Both methods of evaluation check for quantity of learning as well as quality of learning. Also, this type of evaluation reduces the tendency in this kind of course to teach taste. The student will have studied Brazilian culture and further explored the process of individual thought.

MODULE FOR THE INTRODUCTION OF FOREIGN ACCENT DICTATION IN MACHINE TRANSCRIPTION

Alma Stace

RATIONALE

Because some secretarial students will be employed by mutinational corporations, government offices in embassies or military bases, import/export firms, travel agencies, and other busineses which will occasionally have foreign visitors or mail, the students should be exposed to the sounds and accents of the person using English as a second language. Many times the secretary or receptionist can be helpful to these clients and visitors, making them feel welcome and at ease in a strange environment.

STUDENT OBJECTIVES

Given a cassette tape of a foreign national dictating a letter or document in English, the student will:

> Transcribe the document in mailable form, being alert to language usage and asking for clarification if necessary.
>
> Be careful to ask questions in a way that will not offend or embarrass the originator.
>
> Attend to the task with a willing attitude and graciousness.

CLASSROOM ACTIVITIES/ASSIGNMENTS

This module will be introduced after the students have become proficient in the use of dictation/transcription equipment and have attained some skill in the transcription of various document styles.

The instructor will role-play as office manager in a multinational corporation. It will be stated that the foreign visitor or client needs to have a letter typed and has dictated it on tape. The office manager has agreed graciously to have one of the secretaries type the letter.

EVALUATION

The transcribed letter or document will be graded using the same mailability standards that have been used on all other classroom assignments. A discussion concerning the problems the students encountered in understanding and following directions will follow this activity.

TO: Elke Ford/Francis Gueiros

FROM: Alma Stace

SUBJECT: Dictation of a business document on a cassette for Machine Transcription class to be used as a module for intercultural understanding.

Thank you for agreeing to help prepare this module. I really believe it will be interesting and helpful to the students.

Attached is a handout sheet that is given to students in several classes before they learn how to dictate a letter. You may find it helpful. If you prefer any particular style of letter, please dictate this at the beginning of the tape along with your name and how you wish the letter to be signed.

Also attached is a sample letter. You may select another letter or document to use if you prefer. The content is not important; however, if it contains foreign names those should be spelled out.

February 23, 1980

Lufthansa German Airlines
Von-Gablenz-Strasse 2-6
5 Koln 21
W - Germany

Gentlemen:

On Tuesday, February 18, I traveled on your airline from Frankfurk to New York. When my valise was delivered at the custom's office, I discovered that it had been badly damaged. There were several deep scratches in the leather, and the lock was partially loose from the leather. As the valise was in perfect condition when I checked it in Frankfurt, the damage must have occured while it was in your custody.

Will you please let me know what procedure I should follow to be compensated for the damage to the valise? It seems to me that the only fair adjustment would be the replacement of it since I had purchased it less than two months ago. I see no way to have the scratches repaired satisfactorily.

Because I travel a great deal and need this type of luggage, I would appreciate your attention to this immediately.

Sincerely,

Elke Ford
Machnig Strasse
8940 Memmingen
W - Germany

Rio de Janeiro
February 20, 1980

Miss Nancy Tucker
78 Marlborough Place
Wyoming, MI 49508

Dear Miss Tucker:

Thank you for your letter of February 6, 1980 requesting information about our tour to Latin America. We will be delighted to provide the necessary travel accommodations for your group of 40 students from Hartford College.

The enclosed folder describes our various Latin American tours that will be available this summer. The first tour is scheduled to leave Miami on Monday June 10. The trip from Miami to Rio will be on the Braniff 747 which accommodates 440 passengers. The folder also gives the itinerary, which includes Mexico, Peru, and Brazil.

When your final plans are made we hope that you will let us have the opportunity of completing the arrangements for your summer tour.

Yours very truly,

Francis Gueiros, President
University of Rio

MODULE FOR THE INTRODUCTION OF FOREIGN CORRESPONDENCE IN INTERMEDIATE TYPING

Alma Stace

RATIONALE

Because some secretarial students will eventually be employed by multinational corporations, government offices in embassies or military bases, import/export firms, travel agencies, and other companies which have occasional foreign visitors or mail, the students should be exposed to a variety of foreign correspondence styles for the purpose of comparison of format and punctuation, awareness of nuances of language meaning, and some understanding of cultural differences to help prepare them for acceptance and adjustment in their contacts with foreign clients.

STUDENT OBJECTIVES

Given a portfolio of copies of foreign business correspondence, both original language and translations, the student will:

Examine the correspondence and identify differences in style, format, punctuation, and language usage between domestic and foreign correspondence. Attempt to determine what cultural influences can be noticed from the correspondence. (e.g. more or less formal tone) Be able to type a business letter to a foreign firm or person centered correctly on metric size business stationery.

If possible, obtain an English translation of a foreign language business letter.

If possible, obtain copies of foreign business correspondence to share with the class.

CLASSROOM ACTIVITIES/ASSIGNMENT

Using the examples found in typing or correspondence texts, there will be discussion on the differences found in the format, punctuation, and language usage between the domestic and foreign correspondence. This could lead to a discussion of some cultural influences which create differences.

The student will be given information about the new metric size stationery and envelopes. Then they will be given the opportunity to type a letter to a foreign firm or person centering correctly on the metric size business stationery.

If possible, a foreign student or business person may visit the class for a discussion about cultural differences and influences in the business world.

An extra credit assignment for the interested student could be to read magazine articles about foreign business correspondence; about the involvement of local firms such as NASA and Harris in the foreign market, and to write a synopsis of the article.

EVALUATION

Because the purpose of the module is to create an awareness of cultural differences, and not to learn a body of knowledge, there will be no formal written tests. A formal evaluation will be made through assigning a letter grade for the typing of the business letter to a foreign firm or person. An extra credit grade will be given to any student who wishes to do the extra credit assignment.

Informal evaluation of the module will be made from the discussions of the materials, the individual student responses, and the participation of the students in the classroom activities.

On the following pages, we have included copies of some letters which were received at Brevard from other countries and which give examples of foreign language style and content. Also, two letters which were translated into English are included as examples for giving students experience with such kinds of foreign correspondence.

No. 1, Second Akugbe Lane,
Oliha Quarters,
Benin City,
Bendel State,
NIGERIA.

27th May, 1977

The Director of Admissions,
Brevard College
Cocoa, Florida,
U. S. A.

Sir,

RE: ADMISSION

Thanks for your College entry forms sent to me which has just been received. I am indeed grateful for this.

Having read through the enclosed brochure, I understood you are a College of two years programme which enable students' of your college to do more two years in any of the Universities in America for their Bachelor of Arts degree.

I wish to emphasize here that my own case has a different outlook. I am a holder of the first school Leaving Certificate of my country. And I read up to class three in a Secondary Commercial School. But, due to financial constraints in my Secondary School days I was unable to complete my Secondary education.

I would like to pursue a Secretarial Studies in your College. As at now, I possessed some single certificate in Typewriting and Shorthand, including my first school leaving certificate as the educational qualification.

In addition, I am a Stenographer under the Nigeria Public Service. I hoped, if I am offered admission by your College, I would be able to achieve my desires.

Your acknowledgement of this would be highly appreciated, whether I am qualified or not.

Anticipating you for your co-operation and early response. Greetings to all members of the academic community of Brevard College.

Yours faithfully,

(Sunday E. Abeghe),

대통령비서실

1979년 4월 23일

임 상 희 회장,

4월 10일자 귀한은 잘 받아 보았으며, 귀지의 교민회장직을 맡아 여러모로 진력하고 계신 귀하께 격려의 뜻을 전하고자 합니다.

귀하께서도 아시다시피, 작년 귀지의 정치적 사태발전으로 인하여 정세가 어려움에 처해 있을 때 대통령 각하께서는 우리 교민의 안전한 철수에 대하여 지대한 관심을 갖고 계셨으며, 이를 위하여 최선의 대책을 강구하도록 관계기관에게 분부하신 바 있었읍니다.

매우 어려운 상황이었지만 우리 교민들이 김 동휘 대사를 비롯한 공관직원들과 호흡을 같이하여 의연한 자세를 잃지 않고 안전 철수를 위하여 적극 호응하여 준 것을 다행스럽게 여기며, 이와 관련한 귀하의 노고를 치하하는 바입니다.

귀하와 교민회 간부 여러분의 건승을 빌어마지 않습니다.

김계원

대통령비서실장 김 계 원

재 이란 한국인 교민회
임 상 희 회장 귀하

PRESIDENT SECRETARIAT

1979. 4. 23

Mr. Yim, S. H. Chairman

Thank you for your letter dated on the 10th of April. I would like to encourage you who have been working very hard as a chairman of Korean Residents' Associates.

As you know, when the political situation were getting worse than ever before, and was in danger due to the Islamic Revolution in Iran, His Excellency President Park was personally concerned about the safe evacuation of Korean Residents, and gave instruction to the authorities concerned so that they could consider the best and efficient counter-measure.

Although it was very hard situation to bear for all Korean Residents, it seems to me that all Koreans acted in concert with the orders of Ambassador Kim, and other diplomatic officials.

And in connection with this safe-evacuation accomplishment, I compliment you on your efforts, tail and labor for this.

I wish good luck and strenuous fighting to you and your executive staff members of Korean Residents' Associate.

President Secretary General Kim, G. W.

Korean Residents' Associate in Iran
Mr. Yim, S. H. Chairman

MINISTERIO DE EDUCACION Y CULTURA
BOLIVIA

Cite:RR.II. Nº 179-79
La Paz, 2 de agosto de 1979

Señor Director Ejecutivo:

Tengo el agrado de dirigirme a usted, con objeto de hacer referencia a su amable invitación para asistir al congreso especial sobre "El Entrenamiento de Personal Técnico a Nivel Medio en la Educación Post-Secundaria", cuyo evento se realizaría en el local de Brevard Comunity College en Cocoa, Florida, del 23 al 29 de septiembre del presente año.

Al respecto, me complace comunicar a usted, que mi Despacho ha designado al señor ALFONSO ELENA LENZ, Director de Relaciones Internacionales y Encargado del Organismo Nacional de Enlace (ONE) en la Organización de los Estados Americanos (OEA), para que asista a este importante congreso.

Hago propicia esta oportunidad para expresar a usted las seguridades de mi más alta y distinguida consideración.

Cnl. DEM. Simon Sejas Tordoya
MINISTRO DE EDUCACION Y CULTURA
DE BOLIVIA

Señor
Dr. ROBERTO L. BREUDER
EXECUTIVE DIRECTOR
THE COMUNITY COLLEGE COOPERATIVE
FOR INTERNATIONAL DEVELOPMENT
% BREVARD COMUNITY COLLEGE
1519 Clearlake Road
Cocoa, Florida 32922
U.S.A.

8/9/79

TRANSLATION

La Paz, BOLIVIA August 2, 1979

Executive Director:

I have the pleasure of addressing you with the object of answering your gracious invitation to participate in the Post-Secondary Conference event which will take place at Brevard Community College, Cocoa, Florida, on September 23-29 of this year.

In this regard, it gives me great pleasure to let you know that my office has chosen Mr. Alfonso ELENA-LENZ, Director of International Relations, and in charge of the National Organization of Liaison with OAS, as our representative to participate in your Conference.

I take this opportunity to express the assurance of my high and distinguished consideration.

Simon Sejas TORDOYA
Bolivia Ministry of Education and Culture

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